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ABSTRACT

The contents of this compendium of reports on projects attempting to promote increased citizen participation in urban education are organized in three sections. Section 1, Citizen Participation, includes the following reports: "Ways of Establishing and Funding Community Learning Centers," settings strategically located within the community in which educational activities and meetings take place; "Educational Leadership Development Program," which works with cadres of community residents; "Parent Participation Component of Citizen Participation Program," a progress report; and, "School-Community Relations Component of Citizen Participation Program," a progress report on a workshop program. Section 2, Social Education, includes reports on the "Social Education Program," an experimental curriculum in which materials prepared in Chinese, English, and Spanish were developed and disseminated; and on "Tales of Your City Readers." Section 3, Evaluation, includes evaluation reports on: "The Concept and History of the Community Learning Center," the "Educational Leadership Development Component, the 1970-71 Parent Participation Workshop," the "Community School Relations Workshop Program," and the "Social Participation Through Understanding and Reading Program." (Author/JM)

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WAYS OF ESTABLISHING AND FUNDING COMMUNITY LEARNING CENTERS

November 30, 1971

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CENTER FOR URBAN EDUCATION, 105 Madison Avenue, New York, N.Y. 10006

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COMMUNITY LEARNING CENTERS

Introduction

The problems of urban public schools continue to attract the attention of researchers and would-be reformers alike. From one city to the next, community mistrust of what goes on in the buildings called schools emerges as a persistent and pervasive deterrent to establishing the level of communication necessary for effective education. Equally many school people often regard with suspicion any parents or other community residents who express a close interest in their educational activities. Thus, despite the polite rhetoric which is designed to mask the extent of the severely strained relationship between school and urban community, more and more the widespread disillusionment with traditional public education unabashedly occupies the attention of community groups. The schools are perceived as irrelevant to the needs and interests of the urban community and, with few exceptions, they are. The levels of community frustration are high as evidenced by the many confrontations, boycotts, and strikes that have been occurring with increasing frequency.

In this period of crisis, the Center's research and evaluation of urban school systems revealed that the institutional changes necessary to meeting the urgent needs and outcries of inner-city citizens would, at best, be slow in coming without outside assistance and pressure. The Center's response to the problem was the Community Learning Center.

Three assumptions underlie the conceptualization of the Community Learning Center as presently envisioned: (1) our nation's urbanization will continue; (2) the needs of our technological society will increase;

and (3) our democratic way, including the principle of democratic pluralism , must continue to be incorporated in action as well as inspired to in belief.

These assumptions imply that (1) an educated citizenry is vitally important, one capable of meeting our present and future technological, political, and ethical requirements; (2) an educational system capable of communicating and interacting responsibly with its clients (the students and the community) is essential; and (3) communities are fully capable of understanding educational and other institutional systems, of determining their own needs and wants, and of articulating them effectively and of bringing about a meaningful educational system.

In other words, the need is for intelligent, wide-based citizen participation. Applied to urban public education, this concept of participation implies that since a school, reflecting the larger society, is -- or should be -- a pluralistic institution, decisions affecting it should be shared by administrators, teachers, students, parents, and members of the surrounding adult community.

As recent events have indicated, many modes of citizen participation have failed either to involve citizens effectively or to improve public polity and practice. Thus, it became clear that if the educational interests of the urban ethnic minorities were to be accommodated, then the Center for Urban Education would be constrained to develop new models for citizen participation. CUE conceived Community Learning Centers to meet this need. Actually, public schools being what they are everywhere, it is safe to propose that these Centers would be of equal value in even the wealthiest areas.

What Is A Community Learning Center

Community Learning Centers are settings in which educational activities and meetings take place. They are strategically located within the community. As envisioned, the Centers should exist independently of the school system, and therefore should be funded by other sources such as foundations, the federal government, private organizations, and universities.

CUE recognizes that, in the traditional school setting, community residents in search of information about the educational process are often at a severe disadvantage, sometimes perceived as intruders and/or troublemakers, sometimes treated as inferiors. CUE endorses the notion, therefore, that the community learning center be a place which fosters easy exchange of ideas, and a productive working together of school personnel and community persons. In this way the kinds of educational problems which plague the urban centers may sooner yield to solution through the joint efforts of interested parties from many backgrounds and experiences.

Establishing Legitimacy

Like many other institutions in urban communities, the public schools are often considered alien by many residents in these communities. This state of affairs stems from or is supported by a commonly held belief on the part of many urban reformers that they know what's best for those communities. Accordingly, they customarily bring in and impose their pre-structured programs that are expected to achieve certain pre-determined results. Invariably the community's response to such programs has been

less than enthusiastic. The community learning center seeks to be "legitimate" in the eyes of the community; and to that end its sponsors must avoid the counter-productive patterns of those who are identified with imposing their remedies. The proposed steps are as follows: First, the learning center is brought into being by a recognized community organization. Second, community needs are discussed and programs to solve those needs are cooperatively developed. Third, funds for the programs are funneled through a respected community organization, for the benefit of those living in the community. The last point is an important factor, for the intent is to meet community educational needs, and at the same time, to keep program monies circulating in the community.

Community Learning Centers vs. Community Centers

"How in fact do Community Learning Centers, as envisioned by the Center for Urban Education, differ from existing Community Centers?" The Community Learning Centers differ in the following ways: Center-developed CLC's are intended to be legitimate in the eyes of the community and of the existing political and educational establishments; the programs, projects, and curricula developed in the CLC are designed to serve in some form as part of the school curriculum as well; CLC's are strategically located to provide easy access for community and school officials to work out common problems and develop common programs; the CLC's are viewed as encompassing both formal and informal educational programs. No such institution exists at present. Community Centers may have some of these; but usually no single community center combines them all.

PREREQUISITES FOR ESTABLISHING A CLC

Our experiences in the last two years clearly indicate the importance of observing certain general prerequisites to the establishing of community learning centers with roughly the same profiles as those we have described; e.g. the "community legitimacy."

One important prerequisite is knowledge about the nature and scope of the various programs already operating in the community, their sponsorship and directorship. Such knowledge is important if the sponsoring agency is to avoid having its program perceived by the community as too similar to existing programs, competing unnecessarily for already scarce funds, therefore, and hence a possible threat to community-based power. Generally, the needed information can be easily acquired from community agencies, political groups, schools, and appropriate city agencies. It will usually be possible, as these data are being compiled, to uncover any community hostilities and wide variations in the perceived and actual educational needs of the community. Among the facts that ought to be included are basic demographic and school data; enrollment figures; and the evidence of parent participation in school programs.

To perform all of these tasks requires a staff which is capable of more than developing programs, designing research, and evaluation. What is required is a staff with community knowledge. The fact that one may intend to contract out the responsibility for gaining community acceptance does not eliminate the need for in-house expertise on community concerns.

From our experience these centers are most effective and valuable when the personnel of the center are community based. In most instances,

to hire people outside of the community to work with people in the community is self-defeating, and adversely affects the community's concept of the Learning Center's legitimacy. It is therefore most strongly urged that Community Learning Center personnel be indigeneous.

The costs for maintaining a Community Learning Center can vary markedly. If a community organization already has space that is available for further utilization at unoccupied times, then there is no rent or additional occupancy charge. The amount of additional electricity or overhead costs would also be minimal. One cost that might run into hundreds of dollars would be that for paper and mailing based upon the amount of corresponding and communicating with staff that is done. There is also the cost related to guards and maintenance personnel who might be working overtime during the evenings because of the CLC program. For example, if offices are normally cleaned at or after 11 P.M., then scheduling the Center's closing time prior to that hour during the week would reduce or prevent additional cleaning costs to the parent organization.

Safety Precaution Costs

Since it is likely that the center will offer many evening activities, it may be a wise precaution to involve the local police in helping to provide adequate security. It is also reassuring to many unattended female participants if some youths are available as escorts. Certainly the intent is to encourage the widest possible participation of both community residents and school personnel who, traditionally, leave the urban communities at the end of the school day not to return until the morning of the next school day. It makes sense, therefore, to observe the additional suggestions of locating the Center, in the first place,

in the area that offers maximum access to public transportation, and that is heavily traversed, and of providing sufficient lighting facilities to illuminate exterior approaches, hallways and staircases.

Personnel

Staff personnel might include volunteers or other individuals who are relieved of some of their normal duties in order to perform such functions as discussion leaders and organizers. Such an arrangement would keep costs at a minimum. At least one might begin this way until programs are developed to the degree that attendance warrants adding paid part-time, or full-time persons. The number of persons hired would depend upon the number of activities engaged in and the total time involved, and for this reason, no definitive statement concerning personnel costs can be made. The Center's experience has been that, once the center is established, there is a rapid increase in the degree of utilization of the facilities. We have also found that the demand for more and more varied educational and other programs is made of the Learning Center personnel. It is therefore strongly suggested that any organization that intends to have a Learning Center think in terms of at least a part-time paid staff from the outset.

This is consistent with earlier indications of the need for flexibility in setting up such centers. Thus, the recommendations which follow should not be taken as mandates without which there can be no center. Rather they reflect partly our experiences, and partly an approach to the ideal.

Personnel Actions

It is preferable to have a paid staff that includes a person who will coordinate the programs of the center and who will establish and maintain liaison with the parent organization. It is suggested that this person whom we have called a Field Administrator oversee the on-going Learning Center programs. This individual is envisioned as having contact and credibility with all of the major community organizations in the local community. Besides a Field Administrator - Coordinator, the center will need program staff. It is essential that they include someone who has the skill to train and work with community people, and additionally a person who is a curriculum or program developer. We suggest that there be at least two assistants to work with the "trainer," especially since groups may have to be reduced in number for more efficient interaction.

Bilingual Program Personnel

If the programs planned are going to involve a bilingual or multi-ethnic clientele, it may prove advisable, at least in the beginning, to have separate paid personnel for each of those groups. In working with inner-city communities, we have often found them to be multiethnic and bilingual. We have also found that in the beginning these groups often have fears about working together and are even distrustful of each other. Later, however, there develops a sense of cooperation and of mutual confidence, the direct result of bringing them together at some appropriate point in the program when they have overcome many of the initial fears and understand the need for cooperation.

Specific Personnel Costs

Obviously the conditions just described may not be true for some localities. Hence the question of personnel costs must be tied to the specific situation under discussion. The most important issue is that the programs fully reflect the needs of the community as articulated by that community.

The cost of establishing a Learning Center can vary from nothing to thousands annually. At basic going wages where a Field Administrator-Coordinator is employed -- a salary of $11,000 - $13,000 is suggested. Program leaders should receive a salary less than that of the Field Administrator in order to maintain the function and role differentiation. It is therefore suggested that the Program Leaders receive approximately $10,000 - $12,000 annually. The two assistants' salaries should be in the $7,000 - $8,000 range. If material must be bilingual, then a secretary should be on hand with such a skill; there may also be a need for bilingual leaders (trainers) and assistants. These needs will increase the costs accordingly.

Funding Your Community Learning Center:

We are well aware that desire, ability, and need will not by themselves produce the money required to fund such centers. The Center for Urban Education, over the last few years, has been attempting to identify potential funding sources for Community Learning Centers (CLCs) throughout the United States. We have made direct contact with major Model Cities programs on the East Coast and have consistently found them

interested. Several are at present communicating with us with regard to finding ways of establishing CLCs. In many instances Model Cities is often looking for programs to fund within its area. Besides Model Cities, we have made direct and written contact with the State Departments of Education of 20 major cities. We are already establishing working relationships with some of these Departments of Education.

National organizations, such as the National Urban League and its major affiliates, have been introduced to our programs and are talking in terms of establishing such Centers.

Other sources for potential funding include School Boards and school personnel unions such as National Education Association, and the American Federation of Teachers. Finally, community-oriented universities and colleges with departments of education may also be regarded as likely sources.

EDUCATIONAL LEADERSHIP DEVELOPMENT PROGRAM

PROGRESS REPORT

November 30, 1971

CENTER FOR URBAN EDUCATION, 105 Madison Avenue, New York, N. Y. 10016

EDUCATIONAL LEADERSHIP DEVELOPMENT PROGRAM

I. Goals and Strategies

Immediate Objectives: To develop a cadre of community residents who will (1) understand the complexities of the educational system; (2) will be made aware of the role they can play within the educational system to improve the educational quality of their communities; and (3) help to improve communication and interaction between the community and the school.

The long-term objectives of the ELD program can be divided into three categories: Leadership Development, Community Intervention; and Research and Development Effort. The long-term objectives are:

Leadership Development

To provide extensive information concerning the structure and functioning of the school system and other institutions and agencies, as they relate to the school system.

To provide competency in various skills necessary to solve educational problems.

To develop and/or reinforce positive orientations toward group action and organization as an approach to dealing with community-school problems.

To increase the quantity and improve the quality of demonstrated community leadership.

Community Intervention

To develop a cadre of community educational leaders, who would then develop others in the community and stimulate community development around community-school issues.

To increase organized and informed community participation in school matters.

To develop cooperative working relations between various ethnic groups within a community to present a united front to increase the influence and effectiveness of community forces in community-school decision-making.

Research and Development Effort

To construct a replicable development model of community educational leadership development to include materials and new community-school interaction processes.

To contribute to the understanding of community development and the role of Research and Development agencies in such an effort.

Strategies

Two cycles of the program are planned for each district. Each cycle runs for fifteen weeks. There are two three-hour class sessions; and one three-hour field work session per week. The curriculum is divided into four basic units:

Unit I Local educational leadership and problems, and the effect of ethnic group history and culture on the educational problems.

Unit II Deals with the local school; organization, school jargon, curriculum, accountability and evaluation.

Unit III Discusses school-community relations.

Unit IV Concerns itself with the overall system of public education.

The group of 25 trainees with the direction and help of the Trainer and two Assistant Trainers, the latter also community residents, cover the curriculum during the two class sessions and do allied field work during the third session.

II. Accomplishments

The Summer of 1970 was spent in a limited continuation of the program in order to assess needed changes. Considerable revision was done on the trainer manual, including the expansion of the fieldwork portion of the lessons.

While the final copy of the trainer's manual was being revised, other activities were also underway. For example, as each revised lesson was finished, it was made available to the training staff for review. The training staff then pilot-tested the revised material with the summer trainees.

During the Fall of 1970 and the Spring of 1971 the ELD program staff completed two cycles of the program, involving 200 participants or trainees. The program was conducted at the two Community Learning Centers (one in the South Bronx, the other in the Williamsburg area of Brooklyn) and at other places in these two communities.

The training staff attended weekly, in-service sessions on training skills conducted by CUE staff and by knowledgeable consultants.

A new position of Field Administrator was added to the CLC's staff in order to coordinate administrative operations at each Learning Center.

Improvements in both facilities were made. These improvements have contributed to the more efficient operation of the ELD program. The CLC in Williamsburg moved to more efficient quarters in a more centrally located area of the community.

During the Contract year 1970-71, the programmatic and staffing efforts began to reflect the surfacing need to increase the cooperative interaction between Puerto Rican and Black participants, the two predominant groups in the ELD program.

A closer working relationship was developed with the other Community Division programs, Parent Participation Workshops and School Community Relations, with Research and Evaluation, and with the School Division.

Observers from the Research and Evaluation Division monitored fifty percent of the training sessions in the CLC's as well as some of the in-service training sessions and field work activities.

The selection criteria for participants particularly reflected a closer relationship with the School Division. For example, a number of participants selected were parents of children using the School Division curriculum- SPUR.

To further the leadership development of former participants or trainees, various procedures were generated to involve the former and present participants in program operations.

The initial field-testing of a revised trainer's manual was accomplished during the Contract year. This manual is seen as having two significant functions: (1) providing a curriculum and a more effective operating guide for the future participants of the ELD program; and

(2) serving as a reference for developers in other urban areas, a critically important step in the replication process.

III. Looking Ahead

The 1970-71 Contract year has been most beneficial to the ELD program. During this period, many significant questions were raised, and our experiences helped us to move toward some answers. These are being reflected in our continuing development of an even more effective ELD program.

The area of continuing assessment is that of curriculum. Discussions are in progress on ways to make the trainer's manual more accurately reflect the actual operations of the program.

The need is seen for expanding the curriculum for leadership development to include negotiations, communication skills, and materials that would increase the quality and frequency of productive interaction among various groups participating in the program.

Plans for the development of trainees' and field work manuals are being drawn up. The crucial need for the curriculum to include more multi-media material is being engaged.

Reassessment of the length of cycles for trainees is being made in order to allow for more effective study of the material and possibly more field work experiences.

The roles and functions of the Field Administrator at each CLC are being expanded to include greater programmatic as well as administrative responsibilities.

Ever closer working relations with the Parent Participation Workshop; the Community-School Relations seminars; the Research and Evaluation Division and the School Division are of major concern and ways are being explored to bring this about.

Further Leadership Development of former participants and the independence of trainees of the program are also under serious discussion. For example, there is seen the need to develop an extension of the program for the benefit of graduates. The topics to be examined would include development of organizational skills and of abilities to analyze and evaluate extensive field work experiences. Through these processes we hope to develop self-reliant, independent, community leaders.

The vehicles for replicating the ELD program in other urban areas are being further developed. Case studies are now seen as an important technique for accomplishing this end.

Additional vehicles being discussed include process aspects of the program, taped, filmed, and/or videoed selected sessions and field work assignments during the next cycle.

The second year of the ELD program has reinforced our belief in the viability of the concept, as well as more than documented the existence of the needs which the program is being designed to meet.

The second year of the ELD program has also raised significant questions which, if answered effectively, will contribute, we believe, to significant changes in the quality of education throughout urban areas in this nation.

PROGRESS REPORT

PARENT PARTICIPATION COMPONENT

OF

CITIZEN PARTICIPATION PROGRAM

November 15, 1971

Alice Manning
Carol Snee

CENTER FOR URBAN EDUCATION 105 Madison Avenue, New York, New York 10016

PARENT PARTICIPATION

Introduction

The increased development of informed and effective citizen participation in the educational process, is the keystone of CUE's effort to achieve a more responsive exchange between the public schools and community members in urban areas, and to improve the levels of learning.

The Parent Participation Component (PPC) of the Community Division is concerned with developing procedures and materials that will increase the ability of parents in urban areas to deal more effectively with the educational needs of their children. Simultaneously, the PPC procedures and materials are designed to strengthen the ability of parents to work with their children and school personnel to bring about an improved educational environment in the schools and in the community.

The PPC is directly addressed to seeking new ways of answering the following questions:

1. How can parents be encouraged to strengthen their own ability and the ability of their children to participate effectively in both school and society?

2. What part shall parents play in determining curricular, instructional and administrative policies and in insuring responsible practice within the school?

Objectives and Rationale of the Parent Participation Workshop Activity

To date, the PPC has attempted to deal with the first question by concentrating on the development of the Parent Participation Workshop Activity (PPWs). The rationale for the activity is based on the premise

that greater parental awareness and increased participation in the educational process will take place when parents meet together in small, informal groups to discuss and consider their ideas and goals with regard to the educational problems that confront them, their children and the school. Key to this entire workshop process are trained parent discussion leaders whose presence reinforce the informal, peer-group nature of the Parent Participation Workshop.

Specifically, the Parent Participation Workshop Activity is designed to accomplish the following:

1. To increase parents' awareness and understanding of the educational role of the home and to heighten their ability to provide more informed educational guidance for their children by examining such topics as child development, and the conditions (social, economic, health) that affect learning.

2. To expand parents' awareness and understanding of what takes place in the school and why by examining such topics as the school curriculum, student and school performance, and students' and parents' rights so that parents can provide more effective home-based and school-linked educational guidance for their children.

3. To acquaint parents with the educational resources and services in their community, to encourage their use, and, if necessary, to establish new programs and services.

4. The ultimate goal of the PPWs is to create more frequent and productive communication among children, parents, school personnel and community school board members so that they may act jointly, with greater under-

standing of each other's needs and expectations, to change the educational structure of the community so that it more adequately meets local educational requirements.

Vital to t' : entire workshop process is the communication and implementation of problem-solving techniques through on-going workshop experiences and directed homework assignments. Such problem-solving skills are considered e tial for parents to acquire if they are to assume a more active role ucational decision-making and restructuring of urban educational systems.

Strategies

The Parent Participation Workshop Activity is initiated by a training cycle for workshop Discussion Leaders and Assistant Discussion Leaders. These leaders are recruited from participating elementary schools. In 12 two-hour training sessions, the selected individuals are familiarized with the PPW materials, and given practice in discussion leading techniques, problem-solving methods, and general workshop management. After this training, the Discussion Leaders and Assistants return to their schools, recruit 15 parents, and conduct 20 to 30 two-hour workshop sessions. Weekly review sessions for the leaders run concurrently with the workshops. Discussion Leader Guides, Parent Workbooks for participants, and supplementary materials prepared by the CUE staff are used in training the leaders and in conducting the workshops.

Expected Activity and Product Outcomes

The expected outcomes of the PPW Activity include: increased understanding by parents of their role in education, greater familiarity with school operations, more contact with school personnel, increased use of home

and community resources, and improved achievement of children of participating parents. To enable interested parent groups, schools or other institutions to establish their own Parent Participation Workshops a multi-media kit of materials is being produced for wider dissemination of the program.

PPW Activity: 1970 - 1971

As stated in the Scope of Work, 1971, the PPW Program was to accomplish the following during FY 1971.

a. Redesign and conduct sessions for training discussion leaders;

b. Field test parent training curriculum in workshops led by discussion leaders; approximately 15 parents from each of approximately 10 elementary schools will participate;

c. Complete and disseminate a parent manual (home curriculum jointly developed by parents and CUE).

To meet these goals, consideration was given to the following areas. The evaluation of the pilot program (1969-1970) recommended that two representatives from each school, one Discussion Leader and one Assistant Discussion Leader, be trained so that the number of responsibilities placed upon the Discussion Leader could be shared. This recommendation was accepted and two leaders from each of 10 schools were recruited.

The experience of the 1969-1970 program pointed out the importance of conducting bilingual workshops to meet the needs of the Spanish-speaking participants. Part of the 1970-1971 Discussion Leader Training was therefore devoted to techniques of conducting such bilingual sessions. A criteria established for the selection of the two leaders from each school was that one of them be fluent in both English and Spanish.

After the 1969-1970 program, the developers as well as the evaluators recommended revision of the Discussion Leader training procedures and materials. To meet this goal, guidelines and materials, for a new training program as well as a Discussion Leader Handbook were developed. The Discussion Leader Training period was also extended from 6 to 12 two-hour sessions.

New parent study materials were developed, and put in the form of a Parent Manual. Accompanying Discussion Leader guides for using these materials in the workshops were also prepared. Both sets of materials were used during the 1970-1971 cycle of the program.

In order to coordinate the PPW Program with the ongoing activities of CUE's SPUR 5th grade curriculum program, it was decided to recruit parents of 5th grade children. The Discussion Leaders from each school recruited approximately 15 parents each, the overwhelming majority of whom had children in the fifth grade.

It was also decided to aim recruitment efforts at parents with children of pre-school age or in the early elementary school years so that the participants could continue to use the information and skills they developed in the workshops in dealing with elementary schools in subsequent years. Most participants met this criterion.

The 1969-1970 cycle of the program also pointed out the importance of establishing child-care facilities for participants' children while the workshops were in session. Part of the 1970-1971 Discussion Leader Training was therefore devoted to talking about how such facilities could be organized in each school. Where required, child-care services were established by schools participating in the 1970-1971 cycle.

1970-1971 PARENT PARTICIPATION WORKSHOP PROGRAM IMPLEMENTATION

Bronx Cycle

In November 1970, recruitment of Discussion Leaders (DL) and Assistant Discussion Leaders (ADL) from 5 schools that had been jointly selected by the Community and School Divisions was initiated. In each school, the principal and the school's Parent Association were responsible for selecting the two workshop Discussion Leaders for their school. In making their selection, they were asked to keep in mind a set of criteria established by the CUE program developers. Discussion Leader Training, consisting of 12 two-hour sessions, began in December with participation of representatives from the 5 schools, and was completed in January 1971. During the training period, the DLs and ADLs began to recruit parent participants for their own workshops. They sent fliers to all the parents of children in their school's fifth grade, announcing a general meeting at the school. At this meeting, the DL and ADL explained the purpose of the program and asked interested parents to fill out application forms. These forms were then reviewed in light of the criteria established by the CUE developers for parent participant selection. Parents who were accepted into the program were notified of the first workshop meeting. Those parents not accepted due to the limit of 15 participants per workshop, were placed on waiting lists. The serious illness of one of the Discussion Leaders and the subsequent failure to locate another competent leader, required the termination of that school's participation in the program. A total of 30 workshops were held in each of the remaining four schools, between January and June, 1971. Fifty participants, or approximately 83 percent of the total

number involved, regularly attended the Bronx Parent Participation Workshops.

Brooklyn Cycle

The Brooklyn Cycle of the PPW operated in the same manner as the Bronx cycle with the following modifications. As a result of delays in gaining entrance into the schools in Brooklyn, Discussion Leader Training for the 10 DLs and ADLs began in March 1971. A total of 20 workshop sessions were held in each school. Sixty participants, or approximately 80 percent of the total number involved, regularly attended the Brooklyn Parent Participation Workshops.

Due to the reduced number of workshop sessions that could be scheduled in Brooklyn in the limited amount of time available, it was necessary to select a reduced number of topics for discussion in the workshops. After a preliminary analysis of the Bronx workshops, it was decided to alter the order of presentation of materials. In the Bronx, the content progression had been as follows: orientation, health (nutrition, the school health service, safety and accident prevention, childhood diseases, drugs); the characteristics of middle childhood (physical skills, hero workshop, sibling relationships, curiosity and hobbies); the child's needs as a student at home (motivation, learning styles, environments for learning); the aims of education; the school (parent-teacher conferences, homework, the fifth grade curriculum, language arts, reading and writing); and, the library. For Brooklyn, the order selected was: the child's needs as a student at home, the characteristics of middle childhood, and the aims of education before continuing with the materials related to health, and the school's functions and curriculum. This reordering of materials

was found to be preferable and has been used as the basis for the current revisions in the presentation of workshop materials.

Findings from the 1970-1971 PPW Program

It became evident to the developers and evaluators during the 1970-1971 test of the Parent Participation Workshops that the following programatic areas required further attention:

1. The criteria used in the selection of the Discussion Leaders and Assistant Discussion Leaders required more specification.

2. The differentation of duties between the Discussion Leaders and the Assistant Discussion Leaders had to be specified more exactly.

3. Greater emphasis on problem-solving and discussion leading techniques needed to be given in the Discussion Leader Training.

4. Additional practice with the actual materials to be presented in the Parent Participation Workshops had to be provided in the Discussion Leader Training.

5. Additional training in how to conduct bilingual workshops needed to be included in Discussion Leader Training.

6. Greater emphasis on suggested group activities and problem-solving methods had to be incorporated in the Parent Workbook.

7. The responsibilities of the host schools towards the workshop had to be specified more exactly.

Revisions and Development of a Multi-Media Prototype Parent Participation Workshop Kit

The findings from the 1970-1971 field test of the PPW Program were used to plan revision of the content of the program materials during the summer and fall of 1971. At the same time, the CUE developers, with the

assistance of packaging consultants, designed and developed a prototype multi-media kit of PPW materials to be tested during FY 1971-1972. The prototype kit consists of:

1. A set of Discussion Leader Training procedures and materials.

2. A 20 minute film on parent involvement which provides workshop participants with factual information on different ways parents are playing an effective role in their children's education.

3. Six multi-media units for use in the workshop discussions.

Each of the 6 units is devoted to a particular topic as follows:

1. What Do Children Learn?

2. How Do Large Social Problems Affect Children's Learning?

3. What Is The Role Of The Home In Education?

4. What Do Our Children Learn in School?

5. What Is Our Children's School Like?

6. How Can We Play An Effective Role In Our Children's School?

These units have been prepared to be used in a sequential order that presents information and suggested activities intended to develop participants' problem-solving skills over time. Each topic unit is designed to cover several workshop sessions and is flexible enough to be tailored to suit a workshop's specific interests and needs. Each topic unit contains: a) a Discussion Leader's Guide to the materials covered in the unit; b) an audio-tape divided into 12 discrete sections which are designed to stimulate discussion among participants; and c) an illustrated flip chart consisting of 12 separate cards which are to be used in conjunction with the audio-tape. All together, the 6 units contain 72 audio-tape segments and 72 flip chart cards.

4. Parent Workbooks in English and Spanish which provide participants with a) background information on the various subject areas to be discussed in the workshops; b) home assignments designed to increase participants' active involvement in their children's education; c) suggested activities which participants can undertake at home with their children or with other interested parents in the school and in the community; and d) lists of suggested reading materials and resources participants may wish to consult for further information.

The multi-media prototype kit of the Parent Participation Workshop Program is now scheduled for final completion in December 1971.

PROGRESS REPORT

SCHOOL-COMMUNITY RELATIONS COMPONENT

OF

CITIZEN PARTICIPATION PROGRAM

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THE WORKSHOP IN SCHOOL-COMMUNITY RELATIONS

Objectives

As a component of the Center's Citizen Participation Program the Workshop in School-Community Relations involves school personnel, parents and community representatives. The workshop seeks to:

- -promote and improve communication between home, school, and community;
- -promote clarification and understanding (among the participants) of each other's educational philosophy and expectations regarding the school;
- -motivate participants to work cooperatively in identifying, assessing and seeking solutions to educational problems in their community;
- -promote greater participation by parents and community residents in educational affairs.

In short, the workshop in its present form seeks to bring together disparate groups (each having a vested interest in public education) for the purpose of promoting among them the feelings of mutual confidence and trust, that will enable them to develop a cooperative and productive working relationship. The workshop is conducted in the CUE Community Learning Center which provides a neutral environment where participants can deal frankly with many issues and problems disrupting school-community relations.

Rationale

It is becoming increasingly clear that the quality of school-community relations is a determining factor in the success of any individual school; and, indeed, of any public school system. On the other hand, there is evidence (especially in our urban centers) of extensive distrust, apathy, and, at times, even open conflict in home-school-com-

munity relations.

The demand for community control of education is a direct outgrowth of the protest that the schools have not been effective for a large percentage of people. This is especially so in the urban areas, which are becoming mainly characterized by poor and/or nonwhite populations. These groups see education as the major avenue to socio-economic advancement for themselves and their children; they also note that in spite of the massive outlays of additional financial resources during the past decade, the quality of education has not perceptively improved. Moreover, they find themselves unable to mount effective pressures on the educational bureaucracy to remedy this failure on the part of the schools. Herein lies the challenge to their legitimacy, that confronts educational systems in our urban centers.

Up to the present, efforts to improve school-community relations have merely stressed the establishment of "good" communication from the school to the community. Such efforts, in addition to being haphazard, served only to reveal areas of conflict while providing no process or mechanism for resolving them. The failure of these public relations efforts to "sell" the school to the community, emphasizes the almost complete lack of faith in the schools on the part of parents and others in many urban communities.

These inner-city dwellers have come to believe that only by controlling their schools (i.e. having decision-making power in all areas of school policy and functioning) can they bring about needed change, and so im-

prove their children's education. In other words, the people comprising these urban communities reject suggestions that they, or their homes, are to be blamed for their children's academic failure, because their children's backgrounds are inherently inferior. This is evident in their demand for accountability on the part of the school professionals.

These are some of the factors underlying the need for planned programs to improve school-community relations. If the school is to become effective and meaningful in the experience of the urban child, then home, school and community need to be united and integrated in a manner that stimulates and excites them to work cooperatively on the educational problems with which they are confronted. T[illegible]s that home, school and community need to interact more effectiv[illegible]haring responsibility, authority and decision-making on matters related to the education of the community's children. In this way the isolation of the school from the home and the community will be removed.

Program Sites

The problems afflicting the New York City school system are seen in sharp focus in District 7 (South Bronx) and District 14 (Williamsburg, Brooklyn) -- the sites on which the program is being conducted.

1. Both districts have a preponderantly nonwhite population. In Williamsburg whites comprise approximately 10% of the population; in the South Bronx they constitute an even smaller minority. However, in both areas, Spanish-speaking persons outnumber Blacks about two-to-one.

2. There is the usual catalog of urban problems, involving minority groups of the nation's cities; namely, high unemployment, low family income, poor housing, high crime rate, etc.

3. The frustrations and alienations, having their roots in inferior educational opportunities, are epitomized in the strident demands being made for community participation and control of schools.

4. The reading scores for the school districts of the city, show that on every grade level, from 2 through 9, these two districts are among the very lowest in the city.

5. In addition, there are the peculiar problems that can be traced to ethnic antagonisms. In the South Bronx, for example, these antagonisms are reflected in the composition and functioning of the Community School Board, and serve to compound the problems of school-community relations. In Williamsburg, the minority whites comprise only 10% of the local population, but control seven of nine seats on the Community School Board. This leads to frequent confrontations between the CSB and the nonwhite majority comprising the local population.

It is evident, therefore, that these two communities provide an appropriate setting for testing this program.

Strategies, Techniques and Training Procedures

Employing the workshop setting and a variety of techniques (discussions, observations and critiquing, fish-bowl, role-play, case studies, problem-solving exercises, etc.) participants learn to identify and analyze their own, as well as others' behavior, motives, perceptions, etc. Simultaneously, they are encouraged to deal in depth with many issues and problems that disrupt home-school-community relations.

Each technique serves a specific purpose. For example, extensive and intensive discussion sharpens the perception of participants, so that they can discuss the factors creating a problem, pinpoint those factors which can be eliminated, and so move towards resolving the problem. In role-play participants develop objectivity by learning to examine attitudes and perceptions in a non-defensive manner; they develop self-

awareness and sensitivity to the feelings of others, as well as mutual respect. Through the case studies, participants learn to identify those behaviors that facilitate or hinder the group's effectiveness to solve a problem. In the problem-solving exercises, participants learn and practice group problem-solving skills, as well as the necessary steps to decision-making.

Evaluation and Modification Plan and Procedures

Evaluation is conducted by means of pretest and posttest questionnaires, ongoing monitoring and observation. Modification or change in workshop techniques and/or curriculum content is made on the basis of the evaluation feedback. This feedback is provided through weekly meetings between developers and evaluators, as well as by written evaluation reports. The developers also take into account feedback from the participants.

Expected Outcomes

The SCR Component is designed to: (1) increase home-school-community interaction and communication; (2) provide participants with greater skills in working cooperatively and effectively with individuals and groups, and in identifying and solving home-school-community problems; (3) create greater involvement of workshop members in community-school affairs; (4) in addition, a curriculum, as well as a manual of procedures for planning, designing and conducting workshops in School-Community Relations are being developed.

The workshop in School-Community Relations has been in operation for two years. During 1969-1970 one cycle was conducted in the Bronx; two cycles (one each in the Bronx and Brooklyn) were conducted in 1970-1971. This report will cover both years of the program; however, greater attention will be devoted to the third cycle.

The First Cycle (Bronx) 1970

This cycle, which operated from March 10 through June 23, was reported on in October 1970. This was the exploratory phase of the program. The participants were 22 principals, one assistant principal, 22 teachers' union representatives, and 3 members of the Community School Board of District #7, South Bronx. The program, at this time, was called "The School Leadership Seminars."

Through a series of 15 weekly seminars, the program attempted to identify the problems and issues that produce strain, distrust and conflict in relations involving home, school and community; and the behaviors, skills and attitudes that are likely to reduce such tensions and conflicts. Several sessions focused on the recently passed Decentralization Law, mandating reorganization of the New York City school system into smaller administrative units with some degree of community control. Much conflict, charges and counter-charges surrounding many issues, and involving various school and community groups, had both contributed to, as well as followed the passage of the law. The program, therefore, also attempted to explore the implications and likely consequences of the law for relations involving school personnel, parents and other

community residents, the intention being to affect the role perceptions of the participants.

The program outline also included such topics as, Power-relationships of the City Board of Education and the Community Boards, Policy Functions of the Community Boards, Participatory Democracy, Community Involvement and Control, Relations involving Home, School, Community, etc. Nine of the seminar sessions were conducted by outside consultants. There was an average attendance of approximately 90% of the participants throughout the cycle.

At first the program was structured to have as participants, only principals and representatives of the teachers' union. However, in order to overcome their suspicions and resistance (thus getting the program into the community with as little friction as possible) the members of the Community School Board were invited to participate in the program.

From the very first session the need for such a program was clearly evident. The principals' association and the teachers' union, the two groups most influential in the NYC School System, have been traditionally opposed to each other; both groups, in turn, were fearful of the Community School Board. On the other hand the CSB felt insecure; the law is greatly ambiguous, regarding the scope of the CSB's authority in such vital areas as policy-making, control over personnel, finance, etc. Also the law does not define such concepts as "community participation," "community control," etc. In many instances, therefore, CSB's engage in "probing" or "testing" actions to see how far they could go and not

be challenged. For example, the law does not state a teacher should be approved by a parents' group before being appointed to a post, however, some CSB's follow this procedure until challenged by the teachers union. In one instance the union raised a challenge after the precedent had been set. The union, on that occasion, was asked to explain its previous acquiescence. The procedure then became that board's policy. Thus, a very important outcome of the program was the bringing together of these mutually antagonistic and disparate groups, in a situation where they could share ideas and cooperate in seeking solutions to common educational problems; and, in the process, hopefully develop feelings of mutual trust and confidence.

The data provided by the pretest questionnaire indicated not only how each group perceived, but also its attitude towards, the Decentralization Law, as well as such concepts as "community participation," "community control," "accountability," and so forth. The union representatives revealed the least knowledge of the contents of the Decentralization Law. On the basis of the interaction in the sessions, it was evident that they felt so secure in their contract agreements with the City Board, that the Decentralization Law held little significance to them. The Community School Board members showed perfect knowledge of the Law, but were bitter because they perceived that there was no clear-cut delineation of their powers and authority to make "community control" meaningful. This feeling was indicated by their responses to the questionnaire, as well as by the statements of the CSB members.

This first field-test fulfilled its purpose as a pilot study in that it indicated the problem areas and issues that needed to be resolved, or ameliorated, in order to improve school-community relations. For example, 25% of principals, 28% of the teachers' union representatives, and 100% of the Community Board members, saw "education as ineffective;" but the teachers were seen as "effective" by 89% principals, 95% union representatives, 100% Board members. In addition, the children were seen as "capable of doing better" by all 100% of each group. Up to the end of the seminars, the participants were unable to determine "why then is education ineffective?" On some items there was agreement between the CSB members and the principals, the union representatives being in the role of dissenters. A significant factor was that all three groups, CSB's, principals, the union representatives, accorded parents a rather low-level of participation in hiring or removing professional personnel.

How each group of participants perceived its situation, was also significant. The typical principal saw himself as literally being "the man in the middle," facing increasing pressures from community, teachers, City Board, and now also, from a Community School Board. The teachers saw themselves as receiving inadequate assistance from the principals in handling problems on disruptive pupils, militant parents, etc. They accused principals of being afraid to face up to parents and community. The Community Board members felt that breakdown in School-Community relations could be traced to such factors as the school not meeting the

needs of the community, insensitive teachers who have no interest in the pupils etc. On the other hand, from the union point of view good school-community relations meant "peace" in the schools--the absence from the school of "disruptive elements" (i.e. unruly pupils who should be placed in special institutions), and "intruders" who were defined as individuals and groups not representative of the community, but who cause trouble for their own ends. Principals took the position that school-community relations could be improved through better communication with parents. In this way, they felt, parents would come to understand and, therefore appreciate the problems being faced by the teachers and what the school is trying to do for their children. Thus, the "professional versus lay" issue was very evident.

The post-test indicated some positive change in the perceptions of the school personnel. There were statements such as, "we are in a new situation that requires different approaches," "parents are demanding that they be heard;" "we have entered a new era," "it's a new ball game," "we had better begin to listen to our community," etc. In other words, the school personnel recognized that there was a "crisis of confidence" between school and community. Problems were recognized, but they drew back from giving serious attention to what to do about the problems, and how. Discussion often did move to such matters as, the new roles and role relationships implied in the Decentralization Law; however the school personnel devoted much effort in trying to see how the requirements of the law could be made to fit into the existing patterns of relationships. Thus, though confronted, they would make no

serious comitment to change.

These difficulties were probably due to the fact that in many instances the consultants (who conducted seminar sessions) as well as the discussion leaders, with career experience in the school system, tended to reinforce for the participants (i.e. the school personnel) the very perceptions, attitudes and behaviors, the program was seeking to change or modify. Overall the cycle did indicate the urgent need for a school-community relations program, and the direction in which such a program should move. Therefore, the experience of last year was the basis for the major changes made in 1970-71.

The Second Cycle (Bronx) 1970-1971

Some far-reaching changes were made for the second cycle which ran from December 9, 1970 through March 31, 1971. The name of the program was changed from School Leadership Seminars to Workshop in School-Community Relations. Thus the seminar approach was discarded, and the sessions were structured as activities to be performed by participants in a workshop setting. Greater emphasis was therefore placed on the group process, employing various activities (e.g. role-play, films, case studies, etc.) to create greater interaction among the participants. One other very important change was that the stipend paid to participants was reduced by 40%.

During the first cycle, participants revealed a characteristic tendency to engage in "black-white" or dogmatic thinking; namely, approaching problems in an absolutist, "either-or" manner, as if all issues and problems

had only one "right" answer. In order to combat this tendency the developers therefore decided to introduce some problem-solving activities. One such activity was a matrix exercise in which a problem situation is presented. From a large number of alternatives, each participant has the task of selecting that combination of conditions which he/she would deem an acceptable solution to the problem. Discussion is then based on these various solutions with a view to arriving at a solution which the group accepts as optimal under the given circumstances.

There was resistance by some participants when the matrix was first introduced. They had raised objections to a questionnaire administrated by the evaluation team, stating as their reason that they were tired of being tested, and having their attitudes probed. However, when the developers explained that this was a problem-solving exercise, and had no connection with attitude testing, they willingly cooperated. When the exercise was not completed during the session, their enthusiasm was such that they asked its completion be scheduled as the first activity for the next session.

The program outline for this cycle provided for only two sessions based on the Decentralization Law. Even then the emphasis was on the "implications of the law for the local school," not on its contents. The sessions dealt with such topics as "The School and the Community" (4 sessions), "The Principal in Today's School" and "Factors affecting the Role of the Principal," (2 sessions), "The Community Participating

in Education," (4 sessions) including such issues as "Community Involvement," "Participating Democracy," etc. Materials were developed for each session, employing such techniques and procedures as case-studies, role-play, films, etc. There was an equal number of participants representing principals, teachers union representatives, and community representatives, including parents.

In this cycle, the program attempted to increase communication and interaction among the participants. The developers hoped that through this interaction, and by practicing problem-solving in the group situation, professionals would come to perceive legitimate areas of educational decision-making by community people; community people would see the professionals as less foreboding; professionals come to see community people as less threatening; and that conflicts between school and community be issue, rather than person, oriented. In short, that principal, teacher, and community representatives would come to a greater understanding of each other's role in the education process, as a means of developing a cooperative relationship. The activities, and the goals, of each session were specified.

The average attendance throughout the sessions was approximately 80%. Two persons (one parent and one other community representative) had to leave the program half-way to attend evening college classes. One teacher, for reasons which are explained later, also left the program. Previous to these losses, the average attendance was higher.

The workshop approach was decidedly more effective than were the seminars of the previous cycle. The workshop placed participants in roles as actors, and in situations where they have to do something - thus learning by doing. Through working together in small group situations the participants learned to relate to each other. This was especially so in the role-play activities in which participants were able to examine attitudes and perceptions without having to be defensive, and so would be objective in examining their own, as well as, the behavior of others.

All three groups of participants (principals, teachers union and community representatives) revealed the same general concern for, and interest in, improving school-community relations. There was, however, great divergence in their respective definitions of what constituted "good" school-community relations. Consequently, there were issues and problems that had particular significance for each of the groups represented. These differences in perceptions and approaches, posed situations of potential conflict; and, in some instances, did result in conflict in a number of sessions.

One problem that emerged, and persisted for some time, was the tendency of most school personnel to avoid pertinent issues and problems by focussing on matters not really germaine to the question at hand. Rather than seriously attempting to wrestle with such sensitive topics as "how the community views the schools," "the role of paraprofessionals," "teacher accountability," etc., these participants would more readily discuss past compatibility between the community and its schools (this

being a veiled reference to the days of an homogeneous population with which the teachers identified) personal opinions of particular paraprofessionals, and the concept of accountability in general, rather than specific, terms.

It was the parent and community representatives that more often recognized the need for direct and open communication as a means of reducing the existing hostility between the community and their schools, thus showing a desire to deal with issues. This situation came to a climax during the seventh session after participants had viewed the film "Marked For Failure." When a parent remarked that teachers generally seemed not to want to communicate with the parents of their students, a teacher retorted that she considered it her right to communicate with whomever she chose. When others took issue with this viewpoint, the teacher left the session and never returned to the program.

In order to relieve the tension that had built up, the developers introduced an activity that was neutral in content -- an occupational ranking exercise. This served the purpose of reducing the tension in the group, since the participants could engage in the ensuing discussion objectively, because there developed no issue on which they needed to be defensive.

Differences of perception were most evident when the group discussed parent involvement in the schools. The principals frequently expressed how anxious they were to have parents involved in the schools. However, it was clear that they were more anxious to win parental support:

and were not seriously willing to involve parents, by allowing them any meaningful participation in school affairs. What the principals really wanted was to have parents functioning as "goodwill ambassadors" for the school. "Once we have the parents on our side," was their frequent refrain, "most of our problems will be over; they will carry the ball for us." By this they meant that parents would willingly undertake to mount pressures, on behalf of the schools, for additional financial support, special programs, etc.

To the teachers' union representatives, involved parents perform a supportive role; they back up the teacher by seeing that their children are well-behaved, cause no serious trouble at school, and complete homework assignments. In this way, the teachers are relieved of disciplinary problems and can therefore "get on with work of teaching." Parents who are involved show interest in what goes on in school, and are on the side of the teachers. The community representatives, however, were more concerned how, through their involvement in school affairs, they could participate in policy-making; namely, share in the decisions regarding what goes on in the school. The community representatives were particularly concerned about how the school could be held accountable.

In attempting to resolve these differences, the participants were placed in a role-play situation. This referred to a case in which a principal had arranged to introduce a special program, and had even hired paraprofessionals, without giving the teachers to be involved any

prior information. Some community representatives, were cast in the roles of principals and teachers, while some of the professional school personnel were asked to assume the stance of parents and other community representatives. The activity enabled the participants to clarify the difference between "involvement" and "participation," to identify some of the resources that parents and community representatives can bring to the education process, as well as some of the benefits that can accrue to the school from a partnership involving home, school and community.

The second cycle, by exposing the participants to a variety of experiences in the workshop situation, moved the program nearer to achieving the intended objectives. By the end of the cycle, the participants had developed greater objectivity in the discussion of sensitive issues. They had come to know each other as individuals, thus overcoming some of their fears and stereotypes. The school personnel no longer addressed community representatives as "you people." One teachers' union representative felt sufficiently secure, to tell of his own youth, relating how even his parents viewed him as a "brat." He then went on to explain that it was his own school experience that motivated him, first, to become a teacher; and then to teach in an inner-city ghetto. Participants not only were now able to accept criticism, but could also engage in self-criticism. Some teachers, as well as principals, opened up and began to point out some ways in which the school could change in order to meet the needs of the community. On the other hand, parents were criticizing their prior

passive attitude and behavior; one went so far as to say, that it was not the school's responsibility but the parents', to teach children racial and/or ethnic pride. Parents also revealed a greater openness to opposing points of view; and were becoming more objective in expressing critical points of view.

The matrix exercise was repeated, (at the request of the participants) as a post-program test. The data indicated a significant change in participants' perception of problems and issues confronting the school. There was also a noticeable change in problem-solving skill--there was willingness to look at a problem from different perspectives, and also to compromise.

The Third Cycle (Brooklyn) 1971

While the second cycle was in progress, the developers were revising the program on the basis of the experience being gained. We had noted that some sessions were over-scheduled, and that case studies were not as effective as, say, role-play. We became even more convinced on the merits of the workshop approach. This meant that even greater emphasis was placed on group processes. Therefore, the revision of materials, activities and techniques was effected with the aim of achieving maximal group interaction.

This cycle ran from April 22 through June 24; however, from May 11 onwards, two sessions were held each week in order to conclude the series by the end of the school year. As in the previous cycles, the program

content was specified in advance; however, on this occasion the developers opted for greater flexibility. This paid off very well in that it allowed the participants greater opportunity to indicate, for inclusion in the program, problems and issues that were of particular concern to them.

The session topics related to three aspects from which the program attempted to deal with the problem of school-community relations.

The Social Aspect. Here the aim of the workshop is to establish a rapprochment between the various groups who are involved in education at the local level; namely, parents, the community at large, teachers and principals. Through better understanding of each other's values, ways of life, perspectives, etc., the hope is that in this way, greater cooperation and community of effort can be obtained between the groups, once they are united towards a single goal--the successful education of the children in their schools.

The Political Aspect. Once better understanding of social components is achieved between the different groups, greater cooperation and coordination can be pursued, through greater awareness of their common interests and need of each other's support. We believe that in this way, there will develop a favorable climate for concerted action towards their common goal.

The Educational Aspects. Under this heading may be placed those issues and problems that touch upon some of the educational components

of improved school-community interaction. For example, "what is the role of parents and community in a more responsive school environment?" "To whom shall schools and professional staffs be accountable?" "At what levels, and in what way, may parents and community participate in educational affairs?" etc.

In addition, a more detailed outline of the procedures was prepared for the use of the discussion leaders at each session. This included the goals, materials, activities, techniques to be used; it also stated the expected outcomes for each session.

There was a total of 46 participants (three of whom attended on a volunteer basis) with an average attendance throughout the sessions of 90%. The community representatives had a varied background of participation in school-community affairs, extending from such organizations as the local school PTA to community-wide organizations as the Education Council, Community Action agencies, and so forth.

This cycle, to a much greater degree than even the second, is noted for the variety of problems, issues, etc. that were of great concern to the participants.

1. What seemed to be the insulation of the school from the community, and an accompanying inaccessibility of the principal, was the particular concern to the community representatives. They complained that the only occasions on which it was easy for a parent to gain access to the school was if there was a problem (especially if disciplinary) involving a child, or to attend a

PTA meeting -- the PTA being needed as a fund-raising organization for the school. They complained of discourteous office personnel who give parents the "run-around." One parent even exclaimed that it was easier to get inside the Pentagon than to get to see the principal of her child's school.

The principals generally denied that this was the case. They stated that it was necessary to have some regulations, in order to keep interruptions in the school at a minimum. Parents and others, the principals explained, can always call to make appointments. The parents rebutted by stating that the things of which they complain, occur even when they have appointments. Some asked, "What does the school have to hide anyway, why do such regulations have to be introduced?" Others asked, "Why do parents have to stand, sometimes for an hour, while waiting to see a principal?" This issue was finally resolved when the group agreed that there should be more careful selection of school secretaries; and that efforts should also be made to insure that they possess basic human relations skills.

2. The rigidity of school procedures, including an excessive emphasis on credentials as a prerequisite for teaching, also came under severe criticisms from parents and community representatives. They felt that sensitivity and a love for children, should be considered at least as important as an academic qualification. The professionals rejoined that credentials are essential in order to maintain standards. Community representatives rebutted by

saying that the degrees and certificates have not insured good schools and high standards in their district. Some community representatives went farther and stated it was their feeling that the degrees and other credentials serve the intended purpose of maintaining the professionalism of the middleclass; and that there are many nondegreed persons who are more capable than college graduates. The participants eventually agreed that certain changes were needed in the way teachers were certified, granted tenure, etc., but that these were beyond the scope of the workshop since such changes would require legislative action. It was pointed out, however, that the current emphasis on the employment of paraprofessionals (and providing opportunities for their advancement up a career ladder) was a major step in the direction of change. One such paraprofessional, who was a participant, indicated that on the basis of how the career ladder program is structured, it will take her about ten years to become a teacher.

3. The involvement of parents was a very important problem to the professionals. One assistant principal, however, felt that parents were already involved through the PTA, that education was a job for professionals. He believed that the most important thing a parent could do was to support the teachers, and see that children learn obedience, neatness, and to take pride in their school work. Many of the community representatives, and some of the professionals, took issue with him on this. The participants spent an entire session on the topic of "Involving Parents." They concluded the session by preparing a list of activities, as well as techniques, by

which the school could attempt to involve parents.

4. The underlying hostility and feelings of animosity surfaced during the fourth session. Several participants had attended the Community School Board meeting the previous night. The meeting was evidently a stormy one that ended in a confrontation (characterized by shouting, egg-throwing, etc.) between some CSB members and some people from the community. As usual, several of the participants arrived early to the workshop, and were discussing the occurrence of the previous night. When the session began, the CSB meeting was therefore uppermost in their minds.

The flexibility of the program made it possible for the group to deal with a matter that was, at that time, important to them. The community representatives were angry at, what they perceived as, the arbitrary attempt of the CSB to grant tenure (before the expiration of the deadline date) to teachers: (a) who had not met all the requirements; and/or (b) whom the community people did not want to have retained. They expressed the view that the CSB was not representative (of nine members only one was Spanish-speaking and one Black) and therefore did not feel accountable to the community. The professionals blamed the existence of the unrepsentative board on the community people themselves, stating that by boycotting the election they had a CSB they did not want. The community representatives were evidently using this incident to illustrate their viewpoints on "community," "community control," etc. They learned, however, that by not exercising their vote when

they could, they had denied themselves an important means of participation. On the other hand, the CSB members present got the message that they can be removed at the next election.

Throughout the cycle, beginning with the first session, the participants were asked to complete a checklist questionnaire. This provided feedback at each session, regarding participants' reaction to the topic, program content, materials, techniques, etc. This helped the developers to respond constructively to the participants' request to contribute to the program. On the basis of the data provided by the post-program questionnaire, it is evident that the participants had a clear grasp of the major goals of the program. Of the responses to the question: "Please state what were, in your opinion, the two major goals of the program," 70% of the participants gave responses that indicated understanding of the goals, and rated the success of the program in achieving the goals "good" or "excellent," while 29% of participants rated the success of the program in achieving goals "fair."

Some other typical responses:

(Question) How effective do you think the workshop has been in improving your skill, knowledge, or understanding in each area:

My understanding of the problems facing the schools in this district:

*Effective or somewhat effective	88.8%
*Rather ineffective or ineffective	11.1%

My skill in exploring the casuses of some of the educational problems in this community:

Effective or somewhat effective	90.0%
Rather ineffective or ineffective	10.0%

My ability to analyze conflicts between people as they are occuring:

Effective or somewhat effective	86.0%
Rather ineffective or ineffective	14.0%

*Combined

My ease and confidence in talking to other people who have different points of view:

Effective or somewhat effective	90.%
Rather ineffective or ineffective	10.%

My understanding of the problems facing principals:

Effective or somewhat effective	80.%
Rather ineffective or ineffective	20.%

My understanding of the role of the Community School Board:

Effective or somewhat effective	80.%
Rather ineffective or ineffective	20.%

My ability to compromise and agree with others on solutions to specific educational problems:

Effective or somewhat effective	97.%
Rather ineffective or ineffective	3.%

Furthermore participants indicated that the program was most successful in such areas and/or issues as:

Creating mutual understanding of participants' feelings and roles concerning education;

Increasing communication;

"Bringing people together";

Getting insight into parents' concern for better education;

Involving parents in the solution of educational problems.

The participants also gave strong approval on the techniques and methods employed.

(Question) Rate the following in terms of their effectiveness in improving the level of understanding and communication between the participating groups.

Here are illustrative responses:

Receiving information on the structure of the educational system (this was the only lecture given):

Effective or somewhat effective	82.0%
Rather ineffective or ineffective	18.0%

Role-playing:

Effective or somewhat effective	90.0%
Rather ineffective or ineffective	10.0%

"Fishbowl":

Effective or somewhat effective	80.0%
Rather ineffective or ineffective	20.0%

Setting up an ongoing group which can develop practical solutions to this district's problems:

Effective or somewhat effective	80.0%
Rather ineffective or ineffective	20.0%

Overall, 92% of the participants rated the program either "excellent" or "good," while 8% rated the program "fair." No one rated the program as being "poor." Moreover, while only 3% of participants said they would not recommend the program; 97% of participants said they would do so very strongly.

Conclusions

The developers are able to report that the third cycle field-test has greatly advance the development of the School-Community Relations component. The outcomes, for which the workshops are designed, are being achieved. One such outcome is "greater involvement of workshop members in community-school affairs."

Before the conclusion of the workshop in School-Community Relations on June 24, not only were the participants proposing solutions to real and specific problems; they had also developed a policy statement that contained concrete plans and strategies for involving parents in school affairs. The 13th and 14th sessions (as well as parts of other sessions including the 15th) were devoted to organizing and implementing their proposals. They agreed on such things as: the preparation of a Parents' Handbook on school organization and programs in both English and Spanish; informal home visits by teachers; teachers spending some out-of-school hours in the community in order to know, and to be known, by the people, etc.

Eighteen participants (including principals, teachers, community representatives and a CSB member) organized themselves into a School-Community Relations Action Group. They appointed a teachers' union representative as their coordinator. The group held four meetings during the summer and, through the offices of the CSB and the District Suerpintendent, presented their policy statement and a position paper at a meeting of the Principals' Association, where their proposal was well-received. They have prepared a very ambitious program of concrete plans and activities which, if implemented, will significantly promote community participation, and improve school-community relations. The important point to note, is that the persons engaged in this follow-up project (which is an outcome of the workshop in School-Community Relations,) are not receiving any stipend. Apart from observing and monitoring their activities, the only assistance they receive from the Center for Urban Education is the preparation of the CLC for their

meetings.

We have the following product outcomes.

1. A Manual outlining procedures for planning, designing and conducting workshops in School-Community Relations.
2. A complete curriculum which is in the process of being refined.

We still have to wrestle with the problem of over-scheduling. However, with the need to maintain flexibility, in order to permit maximum input by participants, etc., we cannot hope to attain perfection in this area. On the other hand, this problem informs us that more than fifteen sessions are needed. Consequently, we intend to increase the number of sessions to twenty. Moreover, as part of the further development of the SCR component, we are including a Student-Involvement Activity.

PROGRESS REPORT

SOCIAL EDUCATION PROGRAM

November 30, 1971

CENTER FOR URBAN EDUCATION 105 Madison Avenue, New York, New York 10016

CUE SOCIAL EDUCATION PROGRAM

I. DESCRIPTION OF MATERIALS

A. Revised Planning for Change Materials

The former Planning for Change unit known as Our Neighborhood has now been revised and incorporated into the introductory SPUR "discovery" module tentatively entitled WHO ARE THE PEOPLE. These materials which have been prepared in Chinese, English, and Spanish, now consist of the following:

1. A Student Action Book: this contains poems, readings, and activities designed to help the student in his exploration of his neighborhood.

2. A Parent Resource Packet: this consists of a letter explaining the activities in which the student will engage; suggested activities in which the parents may be involved with their children and which draw upon their special knowledge and copies of the student action book in the appropriate language.

3. A Teacher's Guide: this consists of detailed suggested approaches and guidelines for initiating and implementing the student activities and a bibliography of appropriate supplementary material.

4. A Filmstrip - People in the City (produced by URBAN MEDIA).

B. Newly Developed Materials

Eight self-contained modules dealing with the theme of cultural contributions and traditions have been developed under the working title WHAT PEOPLE BRING TO THE CITY; these materials, which have been prepared in English, Chinese, and Spanish consist of the following:

1. Representative Folktales [1]

Rabbit Teaches Bear a Song - Afro American
The Beetle's Hairpiece - - American Indian (Hopi)
Indian Saynday and White Man Saynday - American Indian (Kiowa)
Leung and Jok - Chinese
Chi and Yi - Chinese
Juan Bobo - Puerto Rican
From Tiger to Anansi - West Indian

[1] Copies attached.

2. Student Action Books: these contain introductions for each folktale which give the students information concerning the leading characters and their roles in the cultural traditions of the people who tell them. The universal role of folktales as a means of teaching moral values and as a means of transmitting cultural traditions is explained in terms easily understood by the students. Self-guiding activities which will aid in the student's understanding and appreciation of the tales are also provided.

3. Teacher's Guides: these contain important background information on the relation of the folktales to the social and cultural life of the people who tell them. This information is designed to heighten the sensitivity and awareness of the teacher who will be dealing with material which for the most part will be unfamiliar.

II. PILOT TESTING OF THE MATERIAL

A. Selection of Sites

Efforts were made to install the materials in schools with as varied an ethnic population as possible. Thus, two schools in the Chinatown area of New York City and a bilingual school in the Southwest Bronx were selected. The schools in Chinatown had a majority of Chinese students, with sizeable numbers of Afro-Americans and Puerto Ricans. A small percentage of students of other cultural backgrounds (Italian and others, still undetermined) also attended the two schools. The Chinatown area afforded an unusual opportunity for the students to examine first hand the strengths that cultural diversity and cultural mix can bring to a neighborhood. The area is rich in evidence of the cultural influences and contributions of the many groups residing in New York City, in the kinds of stores, the types of foods and goods sold, and the kinds of music heard in the area. For this reason, it was decided to pilot test the Discovery Module in this area.

The bilingual school in the Southwest Bronx, while attended mainly by Spanish-speaking students, also had a sizeable Afro-American pupil population.

This wide multicultural mix provided an opportunity to note the reactions of the pupils to materials that come from cultures other than their own. Four classes in the bilingual school (in grades 4,5, and 6) and eight classes in two schools in the Chinatown area (in grades 4,5, and 6) were used in the pilot test.

B. Orientation Sessions

Prior to installation of the program, preliminary sessions were held with (1) administrators, (2) parents and (3) teachers as follows:

1. Administrators

The preliminary meetings with the administrators of the schools involved, were designed to acquaint them with the philosophy of the program and with the type of results it was hoped the program would achieve and to secure administrative cooperation and support. In all cases, the administrators may be described as extremely receptive and cooperative. The two administrators in the Chinatown area had previously been involved in the Planning for Change program and were eager to have the revised program reinstated in their schools. The school in the Southwest Bronx is in an area normally serviced by the Community Learning Center established by CUE.

2. Parents

Meetings were held with parent representatives, and with committees formed by parents, teachers, and community representatives. Samples of the materials to be used by students were read and discussed. This provided a concrete means of acquainting the parents with the philosophy of the SPUR program. In all cases, the parents were enthusiastic and

promised full cooperation. Many emphasized their appreciation for a program that would "let us learn about each other" and "bring us together" rather than divide. They were also interested in the fact that provisions had been made for their participation in the program by the inclusion of activities which they could undertake with their children. In their discussions, the parents stressed the similarities of many of their experiences, and noted with pleasure that the SPUR program would help to develop this sense of universality. Great enthusiasm was expressed for the multi-ethnic emphasis.

3. Teachers

As a result of our initial meetings with the teachers involved, it was decided to hold a series of once weekly workshops during the period of initial installation of the program in the Chinatown area. While the teachers there were in agreement with the philosophy of the SPUR program, several indicated uncertainity concerning their competence to use the types of teaching strategies demanded by the program. At least two of the eight teachers involved in the Chinatown area expressed fears concerning their ability to deal with material that reflected the culture of minority groups. These teachers had not previously been involved in any aspect of the former Planning for Change program.

C. Summary of Findings

1. WHO ARE THE PEOPLE (The "Discovery" Module - This module was pilot-tested in the Chinatown area only).

This module was most successful when it related directly to students' background and experiences. The introduction of this module through the use of Part 2 of the filmstrip, The People in the City,[1] was especially effective. The teachers reported that:

(1) the children recognized many of the streets and stores in Chinatown,

(2) their interest was heightened because the filmstrip showed contemporary scenes,

(3) the students engaged in discussion which pointed up the similarities of the various cultural festivals such as Chinese New Year, the feast of San Gennaro.

The use of this filmstrip as Phase I led to immediate involvement of the parents in class activities. A "feast" of "foods from our neighborhood" is now being planned - with the parents preparing their own national dishes. This will be a joint venture of the two Chinatown schools.

The teachers reported that the guidelines for lesson development provided by CUE were extremely helpful yet flexible enough to allow them to exercise their own creativity. This was important in view of their previously expressed concern about their competencies in the type of teaching skills demanded by the program.

Observations of teachers in the classroom, however, pointed up the fact that most teachers were unfamiliar with the "inquiry" approach. Most of the lessons tended to be teacher dominated with questions and answers going from teacher to pupil rather than pupil to pupil or teacher to pupil to pupil.

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[1] Produced by URBAN MEDIA

An analysis of pupil responses to the question "what did you like best of all in learning about your neighborhood?" indicated student choices in the following order:

1. Going on a neighborhood walk.
2. Learning about the many kinds of foods people eat.
3. Learning about all the languages people speak.
4. Learning about the differents kinds of music.
5. Learning about the many kinds of stores in the neighborhood.

2. WHAT PEOPLE BRING TO THE CITY

Teachers of all classes reported that their classes responded enthusiastically to the materials. Illustrative comments are:

1. "The students' reaction to the story was enthusiastic."
2. "This is just what they need."
3. "The children were able to answer the questions with great enthusiasm."

The teachers also all felt that the objectives of the story had been met as these illustrative comments indicate:

1. "They discussed how people learned by word of mouth and what the purpose of the story was."
2. "I feel the children got the significance of the lesson taught by the story."
3. "The childrens' response seems to indicate that the objectives of the lesson were achieved. There was a great acceptance by children of the story."

Pupil responses, as indicated by their questionnaires and written comments substantiated the beliefs of the teachers. Their comments indicated that they understood the role of the folktale as a means of teaching moral values:

1. "It tells that if one friend doesn't help his other friend, he is a bad friend."

2. "People shouldn't laugh at different people."

3. "It is better to be yourself."

The observation reports give further evidence of the students enthusiastic response to the folktales of various cultures. The pupils responded both to the language and lessons taught by the tales.

III. CONCLUSIONS

On the basis of this limited evidence, we conclude that the materials currently under development have great potential for success with the students of our target population. The students and parents involved in the program have responded with enthusiasm to materials that reflect their background and interests. The teachers, although responsive, have indicated a need for assistance in developing the teaching skills demanded by the program.

Development is now proceeding with three additional modules of the unit dealing with the following thems:

MIGRATION - WHY PEOPLE COME TO THE CITY

The Afro-Americans

The Chinese

The Puerto Ricans

These materials to be pilot-tested in February 1972 will follow the Unit Development Scheme of the SPUR program. Since the school administrators have expressed concern that their students have never done well on the IOWA TEST of SOCIAL STUDIES SKILLS, these skills (map and globe skills, research skills,) are being very carefully built into the materials under development.

Installation of these materials will be accompanied by concentrated supportive measures for the teachers involved, including:

1. Staff Development Workshops,
2. Observations,
3. Conferences,
4. Demonstration Lessons.

TALLY - STUDENT AND TEACHER REACTIONS TO MODULAR COMPONENTS

School	Area	Grade	Dominant Ethnic Background-Pupils	Experiences	Pupil Reactions	Pupil Reactions as Reported by Teachers	Teacher Responses--Were program objectives met?
1	South Bronx	4	Puerto Rican	Rabbit Teaches Bear A Song	liked it very much-26 liked it a little-- 2 did not like it---- 0	enthusiastic	yes
1	South Bronx	5	Puerto Rican	Beetles Hairpiece	liked it very much-20 liked it a little-- 3 did not like it---- 0	enthusiastic	yes
1	South Bronx	5	Puerto Rican	Juan Bobo	liked it very much-24 liked it a little-- 1 did not like it---- 0	enthusiastic	yes
1	South Bronx	6	Puerto Rican	Tiger and Anansi	liked it very much-26 liked it a little-- 2 did not like it---- 0	enthusiastic	yes
2	China-town	6	Spanish speaking and Chinese	Chi and Yi	liked it very much-18 liked it a little-- 2 did not like it---- 0	enthusiastic	yes
2	China-town	5	Chinese	Leung and Jok	liked it very much-25 liked it a little-- 2 did not like it---- 1	enthusiastic	yes
2	China-town	5	Chinese	Indian Saynday	liked it very much-12 liked it a little--17 did not like it---- 1	enthusiastic	yes
3	China-town	5	Chinese and Spanish speaking	Filmstrip	liked it very much- 6 liked it a little--11 did not like it---- 6	enthusiastic	yes

PROGRESS REPORT

TALES OF YOUR CITY READERS

November 30, 1971

CENTER FOR URBAN EDUCATION 105 Madison Avenue, New York, New York 10016

Progress Report - "Tales of Your City Readers"

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II. RATIONALE FOR THE TALES OF YOUR CITY READERS

The multicultural reader-units are to be an essential component of the SPUR approach to the education of inner city children.

Four basic considerations have prompted the development of these reader-units:

(1) Studies designed to test the relationship between general reading ability and content areas skills consistently indicate a low correlation between the two. (McMahon, 1943; Traxler, 1946 and Fay, 1950). There is agreement among researchers that, while basic reading skills lay the groundwork for reading competency in all content areas, each area has its special skills and technical vocabulary which require the student to read critically. (French, 1933; Rudolf, 1949 and Howell, 1950).

(2) Current attempts to structure a viable social studies curriculum to include minority group cultures fall short of what is realistically acceptable by the children. While most of the major publishers have "integrated" their texts, the language patterns and the subject matter continue to have a white, middle class orientation and, too often, have little relevancy to the everyday life experiences of minority group children.

(3) Most of the content area textbooks and supplementary materials are written for those students who are reading on or above grade level. This exclusiveness tends to penalize those students who have encountered difficulty in acquiring basic reading skills within the normative timetables which have been set for the acquisition of these skills.

(4) The social studies content area offers a rich field for work in intercultural community relations, and at the same time permits us to direct our attention to the teaching of the skills of critical reading and thinking.

Critical reading involves the ability to evaluate the authenticity and validity of the materials under study, to interpret facts, draw inferences, apply generalizations, determine cause and effect relationships, and to detect and interpret errors in logic (Bond and Wagner and others 1950).

The reader-units will seek to develop the student's ability to read and to think critically, and to equip him with those social attitudes, values, skills and knowledge which will permit him to become an effective agent of social change within his immediate community and within the larger society.

Much of traditional content continues to lend itself to literal reading and emphasis continues to be placed on the accumulation of isolated facts and convergent responses, rather than on the development of cognitive abilities and higher level mental processes. Furthermore, the content selected is remote from inner city children; and does not challenge them to think critically.

The reader-units as planned will address themselves to this problem by structuring content which calls for an acquisition of knowledge through discovery and active involvement on the part of the learner. The student is encouraged to challenge the author's intent, to seek meaning by reading "between the lines," to generate his own hypotheses and to test their conclusions by carefully evaluating them against existing data. He is given guidelines for judging the relevancy of what he reads; he learns to suspend judgment until all the evidence has been gathered and sifted; he is helped to develop techniques which permit him to see relationships, to develop whole structures from parts. Finally, he learns to see that the skills which he has acquired are meaningful only to the extent that he can apply them to problem solving situations in everyday living.

The materials selected for inclusion in the readers will provide for the study of persons from different cultures and will deal with the

contributions which they have made to the building of our society. Existing cultural patterns that will lend themselves to effective teaching strategies and which will give our children a positive self concept and pride in their cultural heritage will be included in the content. (Also included will be universal or common themes - migration to a big city, problems faced and overcome, cultural heritage and cultural identity).

While the student learns of individuals, events and movements in their social and historical context, he is also learning to relate his findings to larger social issues (and to what extent they can provide him with knowledge and behaviors which will permit him to become an effective agent of social change within his social milieu). His growing knowledge, skills, and guided activities will teach him to become an effective agent within his community. This is a major goal of social studies.

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III. OBJECTIVES: TALES OF YOUR CITIES READERS

General

1. To aid urban children in developing a positive self-image.
2. To help urban children develop a better understanding of and pride in their urban environment.
3. To aid urban children in developing understanding and skills essential for work as effective citizens in community reconstruction.
4. To assist urban children in becoming literate adults able to read, speak, listen, and write with understanding.
5. To develop an appreciation of the variety of cultures which make up our country.
6. To develop appreciative readers, critical readers, and continuing readers.

Specific: Application of Learnings (Transfers) to Problem Solving in Life Situations.

The student should be able to recognize that:

1. The printed page is not sacred and is open to challenge.
2. All ethnic groups have made meaningful contributions to American Society.
3. History is often slanted to perpetuate a myth or to aid in the subjugation of a people.
4. We need to reconstruct society when it fails to serve those it purports to serve.
5. Differences among people are more social and economical than biological.
6. People are more alike than different.
7. No one culture or group is superior to another.
8. We need to and can go forth to effect change in our community.

At the end of the series, students should have improved in the following skills of critical reading and thinking:

evaluating
generalizing
judging
comparing and contrasting
seeing relationships
drawing inferences
revising opinions and ideas
synthesizing
classifying ideas
challenging content
recognizing cause and effect relationships

IV. REPORT ON PILOT TESTING OF READING MATERIALS FOR TALES OF YOUR CITY READERS

A. Description of Materials and Participants

Early in October 1970, the School Division initiated the development of a series of reading materials to be used in connection with the social education component of its SPUR program.

The major goal of this development effort was to produce a set of multi-ethnic materials, geared to the interests and experiences of the pupils in metropolitan school areas, which would serve as a vehicle for development of higher literacy skills. These materials would also aid the pupils in exploring the social science concepts being developed in the social education program.

The following types of materials were prepared as part of a reading unit on Migration tentatively entitled Why People Come to the City: The entire group of seven stories was envisioned as comprising the first Reader in the Tales of Your City Series.

1. Seven Stories relating the migration experiences of Afro-American, Puerto Rican, Mexican, Indian, and Chinese families.

2. A detailed teachers guide for each story - giving skills to be developed, types of questions to be employed, methods of approaching the story, plus a "checkout" list by which pupils' level of comprehension could be determined.

3. Pupil materials consisting of stories, activity sheets, puzzles, and "checkout" cards.

4. Audio-visual materials, tapes, pictures and filmstrips as follows:

   a. Tapes of folksongs dealing with theme of moving from one place to another.

   b. Tape of Iura Bel Pre reading Manuel's Secret (produced by CUE).

   c. Filmstrip - Shirley Chisholm (produced by Doubleday & Co., New York City).

   d. Map of Puerto Rico provided by Office of Commonwealth of Puerto Rico, Migration Division.

   e. Commercially produced maps of the United States and Mexico.

   f. Pictures of Barbados supplied by Barbados Tourist Board.

   g. Pictures of a coqui and a machete.

These materials were then pilot-tested with five fifth grade classes in three schools in the Southwest Bronx district served by CUE.

Our major purposes in pilot-testing the material at this stage of the development process were to determine answers to the following questions.

With respect to the pupils:

Were the stories selected suitable for the development of critical reading and thinking skills?

Did the stories capture and maintain the interest of the students?

Were the stories "relevant" to their life experiences?

Were the students able to identify with the characters in the stories?

Were they able to read the materials without undue difficulty?

Did the materials used stimulate an unusual amount of discussion?

With respect to the teachers:

Did the teaching strategies, as designed, achieve the desired results?

Were they easily understood by the teacher?

Were they helpful to the teacher?

Did they provide sufficient leeway for the teacher's own input?

Would the teacher be able to use these strategies successfully without extensive supportive services [in-service training]?

Did the teacher feel threatened in any way by the use of multi-ethnic material?

With respect to the parents:

How did they feel about the types of materials selected for use?

Did they feel that the material chosen would have greater meaning and interest for the children?

Was there any part of the materials which they would find objectionable?

Were there additional recommendations concerning type of materials and method of presentation to the pupils?

How did they feel about having had an opportunity to participate in the development and selection of materials that were going to be used by their children?

B. Procedures:

The following procedures were employed as a means of involving students, parents, and teachers in the development process.

The Teachers:

Five teachers in three schools in the Southwest Bronx served as co-developers. All the schools involved served an Afro-American and Puerto Rican pupil population with a greater percentage of Puerto Rican pupils.

These five teachers represented a wide range of teaching styles and experience. The teaching styles varied from very structured and traditional methods to relaxed informal techniques. The years of teaching experience ranged from nine years to four months.

None of the teachers had had reading courses which were especially designed to teach these particular reading skills.

An orientation session was held for the purpose of explaining the purpose of the program, and the teachers' role in the development process. Procedures were agreed upon for the observation of lessons, sending of materials back and forth, and maintenance of communication.

Four subsequent sessions were devoted to "feedback" discussions of common problems, and suggestions made by teachers.

The Parents:

The parents were involved through the cooperation of the School-Community Division. Members of the Parent Participation Workshop read and discussed five of the stories that had been selected for use in the Migration Unit.

The Pupils:

The pupils were asked to state their reactions to individual stories and whether they would recommend usage by other students of the same age. They were also asked to indicate whether they had experienced any difficulty in reading the material.

C. Method of Gathering Information

Teacher Questionnaires:

These questionnaires elicited concrete information of the following type [see attached]:

1. Any difficulties encountered because of vocabulary load, reading level, and teaching strategies.

2. Pupil response to stories as rated by teachers.

3. Growth of pupils in skills of critical reading and thinking.

4. Objectives of the program as perceived by the teacher.

5. Teacher response to story and materials.

6. Extent of pupil participation.

7. Time spent in preparation and presentation of story material and activities.

Pupil Questionnaires:

In addition to information previously mentioned, pupils were asked to state, specificially, their reasons for liking or disliking a story.

Observations:

Arrangements were made with the schools to visit and observe the reactions of the students to the material, and the effectiveness of the teaching strategies.

Parent Discussions:

Members of the Parent Participation Workshop met with members of the CUE staff for the specific purpose of reading and critiquing the stories. Their comments were recorded for future guidance of the developers.

D. Findings:

1. Summary of Individual Observations:

Four visits were made to each of the five classes involved in the development of the story material.

In general, the observers noted positive and sometimes joyful reactions to the story material. Classroom participation was at a high level although in some instances Puerto Rican children seemed reluctant to discuss the Work or Die story which deals with the experiences of an Afro-American family.

Most of the teachers encouraged divergent thinking and in one class, especially, the pupils felt extremely free to react and to express opinions concerning the content and issues of the story being read.

With one exception, the teachers were well prepared for the presentation of the stories. The lesson plans were referred to frequently, but the lessons themselves varied since the plans provided for a variety of approaches and techniques.

Initially, the teachers limited themselves solely to the use of the discussion questions suggested by the lesson plan, but as their familiarity with types of inferential questions increased, they began to develop original questions with which to check comprehension and critical thinking. Thus toward the end fewer factual or "recall" questions were asked, while the number of questions which would encourage divergent thinking increased. However, whenever the tempo of the lessons lagged, the teachers would once more resort to the plans for assistance.

2. Summary of Teacher and Pupil Responses

The following are summaries of teacher and pupil responses to the individual stories as indicated on the questionnaires returned to CUE at the end of class activity with a particular story.

MANUEL'S SECRET

OBJECTIVES OF PROGRAM AS PERCEIVED BY TEACHERS

The objectives of the program were perceived by the teachers to be as follows:

> "To make them (the children) aware of different cultures, a different way of life (Puerto Rico and New York)."
>
> "To develop critical thinking - through interpretation, inference, and generalization and seeing relationships."
>
> "For identification to stimulate interest in reading."
>
> "To introduce students to the concept of different ethnic groups and differences in ways of life as well as the reason for and difficulties involved in moving from one environment to another."
>
> "To understand why people must move from their homelands."
>
> "To understand what problems a family encounters in this move."
>
> "To understand the feelings of individuals in a family for each other."
>
> "To analyze and draw inferences from the story."
>
> "To explore and develop the child's ability to think in a critical manner."
>
> "To try and make the reading lessons more similar to needs of the children."
>
> "To introduce concepts and generalizations to make children aware of possible questions and answers."

TEACHER RESPONSE TO STORY AND MATERIALS

Perception of Materials and Story

The instructional materials used by most teachers were those provided by CUE; teachers manual and children's workbooks, a map of Puerto Rico, pictures of a machete and of a coqui and a taped recording of the story read by Pura Bel Pre. Suggested library books and the taped recording were used by two teachers. Materials

supplemented by the teachers and children included: pictures and illustrations of Puerto Rico, newspaper articles about Puerto Rico, picture postcards, rexographed copies of the song "El Coqui," food, clothing, and other items typical of the Island (coconut, sugarcane) and items that showed the contrast between Puerto Rico and New York.

All teachers felt that the materials provided and suggested by CUE were particularly effective as evidenced by the following comments:

> "It fostered interest since many had been to Puerto Rico or had parents from there. They were able to identify with these characters."
>
> "The teachers manual was excellent and easy to follow. The suggestions were helpful and left enough room for teacher innovation. The students' workbooks proved to be an effective review and an enjoyable experience for the class."
>
> "Materials were effective because children showed a keen interest in using them. . .they never used them before - e.g. tapes, news articles, etc."
>
> "Students were excited by the new method of questioning they found in their kits. . . Since 3/4 of the class are Puerto Rican descent, they were looking forward to discussing and explaining their way of life and their customs."

The teachers indicated that the selection and materials provided met these objectives "with considerable success" and "very successfully." Some of the reasons indicated for these high ratings were as follows:

> "Children identified with characters in story. They were aware of differences in climate and way of life."
>
> "The materials clearly showed the move, why it was made and the feelings of the members of the family and yet it also left enough in doubt to be able to probe into it and draw inferences. Everything wasn't just handed to the student or teacher."

> "Class appeared to be more than just slightly interested. They asked many questions and were able to express themselves freely and completely."
>
> "The further along we got the more excited the class got. They eagerly waited for the time we would spend each day on this."

PUPIL'S RESPONSE TO STORY AS RATED BY TEACHERS

Teachers were asked to evaluate student responsiveness in participation and interest by percentage.

All of the teachers indicated that students had participated and contributed more than usual in the discussion of the story and materials. Some 95 percent of the students were rated as being above average to attentive and enthusiastic in their response to the story. No percentage of students were rated as being inattentive or bored. One teacher indicated that 100 percent of his class was attentive and enthusiastic. In fact he indicated that "all the students loved the story and have read it again in class on three different occasions at their own request."

The most significant opinions stated by most teachers were that the students enjoyed the story because:

1. It related to them and they could relate to it;
2. They could understand the situations or had experienced similar things and thus could contribute and participate well in class discussions.

The story on the whole was said to be indeed "real" and believable to most students. The characters were believable and many children were able to identify with some of them. Since more than half of the classroom population was Puerto Rican, some had lived in sugar cane areas and others had heard about it from their parents and relatives. The teachers

felt that students who were not of Puerto Rican origin identified with the whole experience of a family moving and having to leave treasured items behind.

Comprehension and Vocabulary Level

In both comprehension and vocabulary, four teachers indicated material to be at students level. One teacher with some students at the 6.0 reading level found the material to be a little below level for 80 percent of her class, and too easy for 20 percent of her class.

Vocabulary words in which students had some difficulty were machete, coqui, suitcases, Carmencita, mill, distance, stalk, fields, Borinquen, and papaya.[1]

The teachers felt the students had no difficulty in understanding all parts of the story and particular concepts and they had no difficulty teaching it. Only one teacher indicated that many of her students didn't understand how a song can bring back the feeling of Puerto Rico and life there. It was suggested here again that the manual proved to be very helpful in teaching all of the skills and concepts developed in the story.

Portions of Story Which Evoked the Most Discussion

Teachers were asked to indicate which part of the story or particular concepts evoked the most discussion from the students.

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[1] This list was complied from all of the questionnaires. Words such as machete, coqui, Carmencita, Borinquen, appeared on more than one questionnaire. It was suggested by a teacher at the orientation session that the Spanish words should also have a phonetic spelling next to them to aid in pronunciation.

Their responses indicated that students talked most about "getting situated in a new environment," "their stay in the United States, what problems they would have to face and how they would overcome them." Another area was the discussion of Spanish words coqui (frog) and machete; pronunciation and description of the items and the uses of the machete. In one class discussion revolved around several themes; similar experiences in Puerto Rico such as cutting of sugar cane, eating of mangoes; the movement to New York and the sadness felt in leaving their country and friends; their understanding of the happiness Papito (the father) felt in getting steady work.

PUPIL RESPONSES AS INDICATED BY COMMENTS ON PUPIL QUESTIONNAIRES

1. My brother would like this story and my whole family would like this story very much.

2. I like the story very much because it was about Puerto Rico and because it was an interesting story and he lived in a nice island of Puerto Rico.

3. I like very much about Papito because he did a very good job and help people and I like the story.

4. I liked the story because if I was Manuel's father I would move to New York and get a job. If he would have stayed in Puerto Rico, his family would be poor.

5. I like the story. It tell how they work for their food. And it tell how father work for their money and food.

6. I like the story because it tell you about that there was no clothes so they had to work and tell you they can't take the coqui can't go to New York.

7. If they are spanish they would like Spanish. I like the story myself. I think why should be sad because I will be sad myself.

8. Girls and boys my age would like them to read this story. Because it is interesting to me and it would be interesting to them.

WORK OR DIE

OBJECTIVES OF PROGRAM AS PERCEIVED BY TEACHERS

The teachers indicated the major objective of this program to be:

> "To help the students to understand the migration of certain ethnic groups by drawing certain inferences, predicting outcomes, comparing and contrasting, and seeing cause and effect relationships. The overall objective is to improve the students critical reading ability."
>
> "To teach realities of life (death of mother, then father). People move to improve conditions in life. To get them to think critically by inferring, hypothesizing, giving reasons for their choice of answers."

TEACHERS' RESPONSE TO STORY AND MATERIALS

The instructional materials used by the teachers were those provided by CUE. The materials were found to be effective; some comments about the materials were:

> "The map of the United States proved helpful in discussing the settings of the story in Tennessee and Chicago.
>
> "Letter from Alabama made them more aware of the depressing conditions in the South and among Blacks. Provided them with reasons why people move. They were able to make comparison between their parents and Clint, this story and Manuel's Secret, and between themselves and Holmes. There was identity throughout."

The teachers said that the selection and materials provided met these objectives "very successfully" and "with considerable success." One of the teachers who indicated the materials met the objectives "very successfully" commented, "the selection made it easy to meet all the objectives. There was comparison between Tennessee and Chicago and the constant work called for judgment questions. The story lent itself to meeting all the objectives"

PUPIL RESPONSE TO STORY AS RATED BY TEACHER

The teacher indicated that the majority of students responses to the story were above average. Only 10% of the students were described as being inattentive. One teacher said the students in his class participated more than usual because,

> "the stories lent themselves very easily to class participation. There are always so many different things and feelings brought out that it is easy to have a good discussion. The class is more than willing to participate."

The teacher reported that the students liked the story; it was believable to them; they found the characters believable; and were able to identify with them.

Comprehension and Vocabulary Level

Teachers responses indicated that in both comprehension and vocabulary, the material for the majority of the students was at student level. One teacher said that for 40% of her class the material was too easy. Vocabulary words in which students had some difficulty were: Daylie, Joanna, Clint, Tennessee, Covington, prairie, religion, mare, twelve, spade, Mr. Charley, Chicago, barely.

PORTIONS OF STORY WHICH EVOKED THE MOST DISCUSSION

Those portions of the story which evoked the most discussion as indicated by the teachers were those dealing with:

Clint's and Joanna's treatment of Holmes.

The fact that twelve children lived in one room.

Holmes' baggy, torn, pants and inadequate lunch.

Areas Difficult to Teach

Students did not really grasp the concept of "Working or dying." They also did not relate the nature of Clint's job to his harsh treatment of Holmes. The letter from the Chicago Defender gave them difficulty because of the manner in which it was written.

PUPILS RESPONSE AS INDICATED BY THEIR COMMENTS ARE:

1. This a good book to read -- I love your books -- I like others to see your books.
2. It is important for others to read a sad story.
3. If I liked this story they will too.
4. This story is good and not too hard though.
5. It is a sad story, but a good story and true.
6. It is education and about southern history.
7. Others can learn from it.
8. It happens in real life.
9. I did not like it because it was sad.
10. I did not understand the story.
11. It was too difficult and did not understand words in the story.

BLACK IS BEAUTIFUL

OBJECTIVES OF PROGRAM AS PERCEIVED BY TEACHERS

The major objectives of the program as perceived by the teachers were:

> "To make them aware of contributions that Negroes have made to develop ethnic pride. To show how every group, minority or not, helps culturally advance one's civilization."
>
> "To improve the critical reading ability of the students as well as having them read stories dealing with ethnic material. This will give them a sense of pride as well as a better understanding of their own people's background and culture."
>
> "To develop pride in oneself. To show people can be and are influenced by others."

TEACHER RESPONSE TO STORY AND MATERIALS

Ninety percent of the teachers said that the stories provided by CUE met the objectives "with considerable success." Reasons for the success as stated by the teachers were:

> "The stories provided discussion and gave a foundation to all in regard to developing pride in oneself."
>
> "The stories are believeable."
>
> "The stories are interesting."
>
> "The stories are about people with similar backgrounds as the students."
>
> "There are excellent student directions."
>
> "They are enjoyable to teach."
>
> "The poems helped to promote appreciation for one's race and cultural heritage; provided for discussion and gave a foundation to all in regards to developing pride in oneself."

The following teacher responses indicated that they felt the materials suggested by CUE were effective:

> "Yes, children developed a greater understanding and meaning of the story. A closeness and clear meaning of the story was achieved."

"Teachers' manual was highly effective in giving the teacher direction. A map of the U.S. was necessary due to the fact that the class was extremely weak in geography and had little idea of what constituted the South or where Tennessee and Chicago were located."

"Those suggested included poems helped somewhat to instill pride in one's race and cultural heritage. It is very evident that Holmes admired his Negro teacher."

Additional materials used by teachers included, "Anthology of Black American Poets," and reference materials on contributions to American life made by Blacks.

PUPIL RESPONSE TO STORY AS RATED BY TEACHERS

The teachers stated that students participated and responded more than usual to the story and materials. 95% of the students were rated as being above average to enthusiastic and attentive in responding to the story.

Reasons for students' enjoyment of the story as reported by the teachers were because of his hard life and their identification with Holmes. The characters and the story were believable to the students, as noted on teachers' comments.

Comprehension and Vocabulary Level

In both comprehension and vocabulary, teacher responses indicated that the material was a little below the level of the majority of the students.

Vocabulary words with which students had some difficulty were: spade, prairie, barely, Chicago, twelve, religion, funeral parlor, kin*, harvested, hearse, yarns, relief.

The teachers reported the students had no difficulty understanding the concepts in the story.

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*Appears on more than one questionnaire.

Portions of Story Which Evoked the Most Discussion

The parts of the story that evoked the most discussion from the students were: the unfairness of the Principal and Mr. King when they took away Holmes' patrol belt; the need for Holmes to work all the time; and the difficult time Joanna gave Holmes.

Areas Which Were Difficult To Teach

The teachers did not find any areas difficult to teach. One teacher's comment was: "No. Teachers' manual made it easy. Gave good directions from which a class discussion could begin. The teacher could then move on to other questions and areas depending on student responses."

PUPIL RESPONSE AS INDICATED BY COMMENTS ON PUPIL QUESTIONNAIRE

The following comments are illustrative of those made by the pupils:

1. It was a good story for other kids to read.
2. It was a good story for kids of my age to read.
3. I think that other people should read this story, since I liked it.
4. It was excellent. It was sad. It was good and interesting.
5. It is important for other children to read this story because Holmes was a famous man.
6. It was interesting to read and good to understand.
7. It was not hard to read and many others can read it.
8. I recommend this story because it was a sad story.
9. It was fun to read.
10. We learned a lesson from this story.
11. This story tells how hard life was in 1919 for these people.
12. Black is Beautiful.
13. Everything in this story is true and it is not hard to understand.

DORIA RAMIREZ

OBJECTIVES OF PROGRAM AS PERCEIVED BY TEACHERS

The teacher's understanding and interpretation of the objectives of the program were expressed in the following ways:

> "To introduce them to the life of migrant workers."
>
> "To teach that success does not come easily- that many have to work hard and even fight."
>
> "To learn about a brave, ambitious, poor girl; to be aware of man's struggle for survival and bare necessities."
>
> "To understand the life of the migrant worker and how the whole family has to work together as a unit in order to survive. To understand the need for unionization among these workers in order to achieve a decent standard of living."
>
> "To develop appreciation of people and the formation of unions."

TEACHERS' RESPONSE TO STORY AND MATERIALS

The instructional materials provided by CUE included a teacher's manual, a student activity book, maps of U. S. and Mexico and newspaper articles. The teachers used all of the materials provided and indicated that they felt the materials to be particularly effective in helping to meet the objectives. The following comments are indicative:

> "Once again an excellent choice in meeting the objectives desired. It brought out the human emotions and let the students feel the plight of these workers. It brought out the togetherness of the workers and their need and desire to unionize."
>
> "It points out through instances the hardships these people had to overcome."

> "Children became aware and grew to appreciate how a person could help others. Most of all it helped children make judgments."

The teachers were enthusiastic about the story of Doria Ramirez as part of the reading program. They reported that the materials provided met the objectives of the program "with considerable success" or "very successfully."

Four teachers indicated that the inclusion of the individual maps of United States and Mexico was particularly effective. They felt it gave the children an opportunity to see the proximity of Mexico and the southern states of the U. S. Without the map, they felt, the children would not have been able to visualize Mexico and California and the other states. One teacher added that the maps were motivating and helped to sustain interest.

One teacher used materials other than those suggested by CUE. These were stories of life in India and Mexico. It was felt that the teacher's manual was very effective in giving direction to a teacher. This resulted in a free flow of discussion.

The following suggestions were made by three teachers concerning the teaching of this material:

> "An excellent follow-up lesson would be a film on migrant workers and a story on Ceasar Chavez.* The film would give the class a real feeling of the despair and hopelessness that these workers face."

> **"A detailed discussion of union organizing is essential. A discussion of the grape and lettuce boycott would be interesting and educational."

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*A story on the life of Cesar Chavez is being developed as part of the 'Change Makers' Unit.

**See "Checkout" and "Additional Activities" sections in teacher's manual.

PUPIL RESPONSE TO STORY AS RATED BY TEACHERS

Four teachers rated 90%-100% of their students as above average (between "Average" and "Attentive"). One teacher rated 80% of her class as "Attentive and Enthusiastic."

Three teachers felt that their students had participated "more than usual" in classroom discussion. Two teachers indicated participation of their students as "about average."*

The teachers indicated that the students enjoyed the story for many reasons:

1. It was on their comprehension level and they had no difficulty in understanding it;
2. They enjoyed learning about a group of people with whom they had previously had no contact;
3. They enjoyed the story because it was believable and they felt the characters to be real.

The teachers further indicated the quality of pupil response as follows:

> "I tried to relate it to a personal experience and I feel the children thought the story to be real."
>
> "Many students indicated that they felt a great sadness at the plight of these people."
>
> "Doria was believable - the story was written in such a way as to bring out her true feelings and hopes. This made it even more believable."
>
> "The students enjoyed the story because they identified with the girl trying to help her parents. Repeatedly, many expressed the desire to help parents work. Also Doria is actually telling the story so the language is similar to what they are used to hearing."

*These two classes have a span of reading levels from 3.2 to 8.7.

"The fact that they often moved made them identify easily with it."

"They were able to identify with the large family where all had to pitch in and help out. Doria may have represented an older sister who helps to take care of them."

"[They identified with] Doria and her language construction. They were in sympathy with her feelings etc. and had hope for the future of her family."

Comprehension and Vocabulary Level

Four teachers reported the comprehension level of the material to be "at students' level." One teacher reported that the material was below students' level ("too easy"). While the vocabulary of the material had the same rating as the comprehension level, there were some words in which students were not familiar. These included: "organizing," "migrant," "sugar beats," "whatever," "kidneys," "government," "material," "argues," "happiness," "contractor,"* and "migrant worker."*

Portions of Story Which Evoked the Most Discussion

In some classrooms there were particular portions of the story which evoked more discussion from students than others. Three teachers reported on these portions as follows:

"How could people work so hard and make so little money."

"Most of the discussion centered around Doria's attempts at organizing the other workers; Doria's desire for an education to improve her life; her desire to help her family. There was also a great deal of discussion about the traveling a migrant family must do to survive."

"Piece rate and contractor and the fact the pay was so small."

*These words appeared on more than one questionnaire.

One teacher reported that the students in his class asked many questions concerning the organization of unions. There were also many general questions which dealt with the travels of the family.

Areas Difficult to Teach

Only one teacher found an area especially difficult to teach. This area was the concept of unions and the events that cause unionization among migrant workers.

One teacher who had found no area difficult to teach commented: "the story once again lent itself to easy teacher direction of a good class discussion."

PUPILS RESPONSE AS INDICATED BY THEIR COMMENTS ARE:

1. It is easy to read.
2. I want other boys and girls to read a very good story -- I hope the boys and girls will like it.
3. It is good and not hard to read.
4. It is a very nice story like the other ones and interesting.
5. The story was very good and it was a little sad, nice story.
6. It is a very good story and I want five more of these stories.
7. I like it very much because the brothers had to work -- It was sad and it was interesting.
8. Because the story is a very nice story and I will like to read more.
9. I want others to read this book so they have a nice book to read.

NO HABLO INGLES

OBJECTIVES OF PROGRAM AS PERCEIVED BY TEACHERS

The objectives as the teachers understood them were stated as follows:

> "To understand the problems of the American Indian and how their problems are similar to other minority groups."
>
> "To give the students a true understanding of how the Indian lives today."
>
> "To try and break down some stereotypes people have about Indians."
>
> "To make students aware of the American Indian problem, minority group problem, prejudice and discrimination, and adjustment to a new area when there is a language barrier."
>
> "To make children aware of problems others can have and what they can do to solve them."
>
> "To help them to think critically, to form concepts and generalizations -- all beyond mere memory or recall."

RESPONSE OF TEACHERS TO STORY AND MATERIALS

The teachers found the materials prepared by CUE to be effective as aids in developing the story, as evidenced by the following comments:

> "All (materials) were highly effective and necessary to the effective teaching of the story."
>
> "For comparison, stories of Manuel's Secret, Doria and O'Daylie were used. Through them the children were aware of the many reasons people move other than to be near friends and relatives."
>
> "There isn't a teacher in the school to whom I have showed the stories that does not want to borrow them. They are much superior to anything we have in the schools now."
>
> "The teacher's manual gave excellent directions from which to begin the story."

The four teachers who responded indicated that the materials produced by CUE met these objectives "very successfully."

PUPILS' RESPONSE TO STORY AS RATED BY TEACHERS

The teachers reported that the students enjoyed the story for the following reasons:

1. Many of them had had similar experiences including problems with the English language.

2. They identified with the children in the story because their parents too, had moved to new homes.

3. The story gave them some insight into the problems faced by American Indians.

4. They enjoyed comparing the characters in this story with members of other minority groups about whom they had read.*

Student participation was judged to be"more than usual." One teacher indicated that 90% of the class showed "above average" enthusiasm for the story.

Comprehension and Vocabularly Level

The teachers felt that, on the whole, the students were able to grasp the concepts developed in the story. One teacher, however, noted with surprise, that the pupils had difficulty in understanding the concepts of prejudice and discrimination.

The vocabulary was judged by the teachers to be well within the students ability to handle. The one teacher who reported that the vocabulary was too simple for most of her pupils had ten students whose test scores ranged from 6.0 to 9.0. Eighteen others had scores ranging from 4.1 to 5.5.

* Holmes O'Dayzie - Afro American in Work or Die
Manuel - Puerto Rican in Manuel's Secret

Portions of Story which Evoked the Most Discussion

The portions of the story which excited the greatest amount of interest and provoked the greatest amount of discussion were those dealing with the characters' problems of school adjustment. One teacher commented, "They enjoyed reading about a school situation in which the main characters could speak only Spanish. They were proud that they could speak both and felt someone like them or one of them should have been there to help or befriend Vicente or Felipe."

The teachers noted that students occasionally asked questions which the teacher had not anticipated or reacted in ways which were surprising to them. The following were cited as examples:

1. The ease with which students could relate and compare their own problems in moving from Puerto Rico with those faced by the characters in the story.

2. The desire of the students to know why there was not at least one Spanish-speaking teacher in each school.

Areas Difficult to Teach

The teachers reported no difficulties in any area.

Pupil response as indicated by Pupil Comments on Questionnaires:

1. It is a very good story and not difficult for me to read.

2. I like it because it was good and interesting. I like it better than the others, but I like the others too.

3. The story was a very nice story. It was a little bit sad. I like the story.

4. I would recommend this because I like it very much; that's why I will recommend it to other boys and girls.

5. Boys and girls will like to read the story very much and it isn't difficult to read.

6. I did not like it at all.

7. I hate all of the story.

8. It is not very interesting.

9. (I like it). Because it is a very good story to read, I like that other boys and girls in my age group to read this good story.

SHIRLEY CHISHOLM

This story was used by only three teachers. It was one of the last stories to be prepared. The experimental period for this story coincided with other testing activity in the schools which made it difficult for all teachers to participate.

TEACHER RESPONSE TO STORY AND MATERIALS

While the teachers used the instructional materials provided by CUE and indicated its effectiveness, one teacher used the following supplementary material:

> "Maps of Barbados with boundaries of the parishes.
> Location of parish in which Vauxhall is a village.
> Pictures of flying fishes and some wax models.
> These models were all on coasters, trays and table mats made of cork from Barbados."

The teachers felt that the materials provided met the objectives successfully. One teacher noted that most of the questions in the teachers manual called for critical thinking in which the child had to interpret and evaluate, besides remembering.

PUPILS' RESPONSE TO STORY AS RATED BY TEACHERS

Thirty percent of the pupils were rated as being "attentive and enthusiastic," and another 30 percent was rated as being about "average."

One teacher who indicated that her class participation was "about average" also remarked:

> "Those with greater powers of concentration, better readers and Negroes seemed to enjoy the story more. Others, particularly boys seem less interested."

The teachers noted that while the story and characters were "believable" to the students, they did not identify as readily with

the characters and setting in this story as they did with the previous stories of Manuel's Secret, Holmes O'Daylie, Doria Ramirez and No English. The following teacher comments are indicative:

> "They could not identify with Shirley Chisholm's West Indian way of life."
>
> "Not many carry keys around their necks for apartments, but they are aware of this among friends and older children than themselves."
>
> "To those who have been to Puerto Rico and those who come from a tropical country, it [the setting] was appealing and fun. To others it seemed somewhat primitive and lacking in fun that T. V. etc. today provides."

Comprehension and Vocabulary Level

The comprehension and vocabulary was felt to be at the students' level with only 10% of the students indicating that it was a little below their level. There were several words which caused students some difficulty. These included Vauxhall, pawpaw, Bajon, hibescus, Stuyvesant and unsuspected.

Portions of Story Which Evoked the Most Discussion

The following portions of the story dealing with the following themes were noted by the teachers as having caused the most discussion:

1. Shirley's adjustment to living in New York.
2. The fact that parents sided with the teachers and not with their children.
3. The depression.
4. Flying fish.
5. The wedding feast
6. The game with fruit

The following portion of the filmstrip evoked great discussion:

1. Shirley's inability to get a teaching job in Westchester.

Areas Which Were Difficult to Teach

Two of the teachers found the concept of congresswoman difficult for the children to understand. All teachers encountered difficulty in teaching about the Senate and Congress.

PUPIL RESPONSES AS INDICATED BY*COMMENTS ON PUPIL QUESTIONNAIRES

1. I would recommend this to other boys and girls my age because I think they will be interesting in it. I think they would like to no what kind of life Shirley Chisholm lived.

2. I will recommend this story to boys and girls because it tells how Shirley and her family had work hard for a living.

3. I would recommend the story because it a very good story. I would rather read the story then my reader, it is much better than my reader.

4. I recommend this story for other boys and girls my age because it's a little good and a little bad. Shirley Chisholm was a good girl and help her Granny Seales to work.

5. I recommend this story for boys and girls my age so they could learn the same thing. It was the goodness story I ever read in my life. I wish you make more for us children.

6. Because it is a little bite hard for the other boys and girls, only I Ismael can only read this story.

7. No because it is corny.

*Comments are recorded as written by pupils.

RU-WEN

The story of Ru-Wen was not originally included in the series of stories on the theme of migration. However, one teacher was interested in the response of the children to a Chinese ethnic story. The following are one teacher's comments on Ru-wen.

OBJECTIVES OF PROGRAM AS PERCEIVED BY TEACHER

The objectives of this program as perceived by the teacher were the following:

> "To make them aware of the respect that Chinese children have for adults, particularly parents."
>
> "To develop appreciation and respect for another culture."
>
> "They learned some Chinese words."
>
> "To understand the difficulties encountered while trying to succeed and to be persevering."
>
> "That there have always been prejudices, but attitudes can change."

This teacher felt the materials provided met the objectives of the program "with considerable success."

TEACHER'S RESPONSE TO STORY AND MATERIALS

In addition to meeting the objectives of the program the teacher felt the story was successful for the following reason:

> "Children have lived with prejudices and this story is historical which children can believe and identify with."

The instructional materials provided by CUE were felt to be particularly effective. The teacher used the sections of filmstrips showing cultivation of land in Mexico, Brazil and India by human beings and animals instead of technology such as trucks and other machinery. Reference was also made

to different kinds of boats, ox-drawn carts and wagons used in colonial times in the U.S.A. It was stated that these materials made children aware that the period in which the action took place, occurred a long time ago.

Other materials used by the teacher included a story of: "Forty Niners" - a story of the gold rush to California in 1848 and 49.

PUPIL RESPONSE TO STORY AS RATED BY TEACHERS

The teacher was asked to indicate on a five point scale the responsiveness of the students to the story. Sixty percent of the students were rated at "About Average"; thirty percent of the students were "Above Average" and ten percent were rated "Attentive and Enthusiastic."

Participation of the students was rated as "Above Average."

The teacher reported that the children enjoyed the story:

> "They liked to say Chinese words."
>
> "The students enjoyed the story because it was 'believable' and the characters were 'believable!'"

It was also reported that children were able to identify with characters as noted in the following comment:

> "Many of their parents, like Ru-wen, migrated and they too have had a different culture from mainland Americans."

Comprehension and Vocabulary Levels

The teacher was again asked to indicate on a five point scale the comprehension and the vocabulary level of the material in relation to the student level.

The comprehension level was felt to be at "student level" for "40%" of the class and below students level for 60% of the students. The vocabulary was noted to be atstudent level for 70% of the class and below level for 30% of the class.

Vocabulary words which were found to be difficult for the students were the following: diplomats, repealed, immigrant (and 'incense' to non-Catholics)

Portions of Story Which Evoked the Most Discussion

The teacher indicated that there was no discussion initiated by students concerning a particular area or concept. However some time was spent discussing the respect the young had for the old and compared it to the relationship between these two groups in New York and America among non-Chinese.

Areas Difficult to Teach

The teacher felt the students did not understand the Exclusion Act and its implications.

PUPIL RESPONSE AS INDICATED BY COMMENTS ON PUPIL QUESTIONNAIRES

Thirteen students responded to the Pupil Questionnaire.

Eleven students indicated that they "liked it very much." Two students indicated that they "liked it a little."

Students recommended the story for the following reasons:

"Because it was nice."

"Because Ru-wen was loved by everyone in the family."

"Because you can learn Chinese words."

"Because it has a lot of Chinese words and they are funny."

"Because I liked it and they might like it."

"Because its not so hard and its very good.

"Because they could learn more than what they are learning."

Students liked the following chara best:

"I like Ru-wen because she worked hard."

"Ru-wen because she was brave."

"Ru-wen because she has a hard-working family."

"Ru-wen because she worked hard and the way she says the Chinese words."

"Ru-wen because she learned English beiter and she becomes a doctor and helped her people."

3. Summary of Parent Response

The reaction of the parents to the material presented was most positive. They felt that this was the type of material to which they wished their children exposed. The multi-ethnic emphasis was especially appreciated since it was felt that all children needed to be able to identify with children of other groups.

The parents further expressed an interest in knowing how the material would be handled and how the teachers would be trained. They wanted as much built in insurance as possible so that the material would be effectively used.

The following comments are indicative of the type of response made by the parents involved:

> "The stories were real and showed real characters."
>
> "They weren't phony or such goody-good stories."
>
> "These stories showed that poor families have warmth and strength."
>
> "It is necessary for children to know about their cultural heritage. If we forget about that we forget about ourselves."

V. CONCLUSIONS

On the basis of the limited evidence collected so far, we can conclude that:

1. The materials selected can lay the basis for a successful program which is designed to develop the higher level skills of critical reading and thinking.

2. The students identified with the persons and problems presented in the stories since many of them had had similar experiences.

3. The stories did not present undue difficulty.

4. They captured the interest of the children and encouraged them to deal with important ideas and concepts. Such interest is basic to the success of any reading program, especially to one being developed as part of a social education program.

The students appeared to be able to read the materials without undue difficulty. The major problems appeared to be with specialized words and proper names. [Bajan, Vauxhalls, pueblo, personnel, migrant worker,

personnel contractor, rojo.]

The materials appeared to generate a great deal of discussion among the students. Much of this discussion was on quite a high level with the students raising questions and expressing ideas which indicated unexpected maturity.

Although we were aware that such a limited test would not allow us to reach firm conclusions concerning pupil growth in the skills of critical reading and thinking, we did ask the teachers to indicate on the questionnaires the areas in which they felt some growth had been achieved. This was done at the conclusion of class activities for each story. An analysis of these questionnaires reveals that in the teachers' judgment, pupil growth did occur in the following areas:

Literal Comprehension

Getting main idea
Summarizing gist of passage
Facts

Critical Reading and Thinking

Questioning
Seeing Relationships
Comparing and Contrasting
Judging
Drawing Conclusions
Revising opinions and ideas

Growth in these areas was rated as ranging from "considerable" to "moderate."

The teaching strategies as designed, appeared to meet the needs of the teachers. Although we had had some hesitancy about preparing such detailed instructions, the teachers expressed appreciation for such specificity. Teacher growth was evidenced by the gradual injection of their own questions

as they became familiar with the strategies consistent with our approach to reading. We therefore, conclude that the teaching strategies as designed were easily understood by the teacher, helpful to the teacher, and provided sufficient leeway for the teachers' own input.

An analysis of the areas in which the teachers indicated they encountered most difficulty in teaching indicated that most of these dealt with materials generally treated in the Social Studies (Exclusion Act, Congress, unionization, the concept of working or dying.)

This suggests that while, the teachers are able to use the teaching strategies successfully, with minimum support, some means must be found for providing them with the necessary background information which would enable them to deal with these types of materials indicated above.

The teachers had no problem in dealing with multi-ethnic materials as the following comments indicate:

> "It helps children realize that different people living at different levels make up this world. They are aware of some people's struggles and it teaches self-pride. I enjoy working with ethnic material very much."
>
> "I felt very comfortable working with it as I had done in the past."
>
> "Very good - I feel it is enjoyable, informative, rewarding and interesting."
>
> "I found the material relevant, pertinent, and enjoyable."

The enthusiasm of the parents who were involved in critiquing the materials under development leads us to conclude that this is a procedure that should be continued. The parents involved had special information to give concerning their customs and traditions that were helpful to the

developers who had the responsibility for designing the teaching strategies. They were also able to pinpoint areas that should be given greater emphasis, (Industrial Puerto Rico as well as Rural Puerto Rico) as well as areas that should be handled with great sensitivity. (All other languages should be accorded equal status with English).

VI. FUTURE PLANS

The Tales of Your City Readers have now been fully incorporated into CUE's revised Social Education program now known as SPUR, Social Education Through Participation and Reading. These stories which deal with the theme of migration will now be the readings component of that Social Education unit. Therefore, the following seven stories will be field-tested in 25 classrooms in the school term beginning February 1972 under the working title of Why People Come to the City.

Manuel's Secret (Puerto Rican)
No Hablo Ingles (American Indian)
Work or Die (Afro-American)
Black is Beautiful (Afro-American)
Doria Ramirez (Mexican)
Shirley Chisholm (West Indian)
Ah-wen Comes to the Golden Mountain (Chinese)

The accompanying teaching strategies and pupil activities have been revised in accordance with our findings and with the recommendations made by the participants in the pilot test.

A second series of readings is currently being developed under the working title Changemakers. These readings are to be part of the SPUR material on Change. Subjects already selected for this series are:

Irving Chin (Chinese)
Osceola (American Indian)
Sequoyah (American Indian)
Harriet Tubman (Afro-American)
Buffy St. Marie (American Indian)
Cesar Chavez (Mexican)
Lola Tio de Rodriguez (Puerto Rico)
Robert Abbott (Afro-American)

Material for a third series dealing with legendary heroes is also being selected: Hiawatha, John Henry, and Shango, are among those being considered.

Because of the demonstrated interest of the parents in the reading materials, parent resource books to accompany each reading, are now being prepared in Chinese, English, and Spanish. These resource books contain copies of the stories plus activities in which parent and child can share and which draw heavily upon the special knowledge each parent has to give.

APPENDIX A

APPENDIX A

Metropolitan Reading Examination Results
for 5 5th Grade Classes That Participated in Pilot
Testing of "Tales of Your City" Readers

Reading Scores Grade Equivalent	(Mrs. L) Class 1	(Mr. St.) Class 2	(Mrs. S.) Class 3	(Mr. Sc.) Class 4	(Mr. K.) Class 5	Total
2.0 - 2.5	1	1			1	3
2.6 - 3.0	1	1		1		3
3.1 - 3.5	3	6	1	4	4	18
3.6 - 4.0	7	4	1	6	4	22
4.1 - 4.5	10	8	9	3	10	40
4.6 - 5.0	3		6	2	3	14
5.1 - 5.5	2		3	3	1	9
5.6 - 6.0	1			2		3
6.1 - 6.5			3	1		4
6.6 - 7.0						0
7.1 - 7.5			2			2
7.6 - 8.0				1		1
8.1 - 8.5			1			1
8.6 - 9.0			1	1		2

APPENDIX B

APPENDIX B

GUIDELINES FOR SELECTION OF CONTENT WHICH WILL AID IN ACHIEVING GENERAL AND SPECIFIC OBJECTIVES.

1. Selections should include folklore, poetry, biography, science, history and geography.

2. All selections should be materials of high literary and personal value.

3. Photographs, pictures and illustrations should be of high quality, realistic, and faithful to content.

4. Stories of racial confrontations should be included, some resolved, others unresolved.

5. Stories with different types of family structure and varied socio-economic settings.

6. Stories included should provide for the expression of the full range of emotions - (e.g., some dealing with a general feeling of happiness, others with fear, sympathy, sadness, frustrations, irritations, and anger.)

7. Stories selected should portray comparable situations for the ethnic groups involved.

APPENDIX C

TALES OF YOUR CITY READERS - Summary of Teacher-Pupil Responses

Story	Ethnic Distribution P.R.	Afram	Other	Student Responses *L/M	*L/L	*N/L	Summary of Pupil Reactions As Rated By Teachers	Summary of Teacher Responses
Manuel's Secret	68%	30%	2%	92%	3.6%	.4%	Responsiveness 4 classes rated as "above average" 1 class rated as "attentive enthusiastic Participation All classes rated as "more than usual" Comprehension 4 classes rated "at students level" 1 class rated "below students level" Vocabulary 4 classes rated "at students level" 1 class rated "below students level"	All teachers indicated material met objectives of program either very "successfully" or with "considerable success" Comments: "The materials clearly show the move, why it was made and the feelings of the members of the family and yet it also left enough in doubt to be able to probe into it and draw inferences, "Everything wasn't just handed to the student or teacher." "The further along we got, the more excited the class got. They eagerly waited for the time we would spend each day on this." Materials were effective because children showed a keen interest in using them; they never used them before, e.g. tapes, news articles etc. "Students were excited by the new method of questioning they found in their kits."

*L/M - Liked it very much.
*L/L - Liked it a little.
*N/L - Did not like it.

TALES OF YOUR CITY READERS - Summary of Teacher-Pupil Responses

Story	Ethnic Distribution P.R.	Afram	Other	Student Responses *L/M	*L/L	*N/L	Summary of Pupil Reactions As Rated By Teachers	Summary of Teacher Responses
Doria Ramirez	68%	30%	2%	78%	17%	5%	Responsiveness 4 classes rated "above average" 1 class rated "attentive and enthusiastic" Participation 3 classes rated "more than usual" 2 classes rated "about average" Comprehension 2 classes rated "at students level" 2 classes rated "below students level" 1 class rated "too easy" for 60% of class Vocabulary 2 classes rated "at students level" 2 classes rated "below students level" 1 class rated "too easy for 80% of class	All teachers indicated material met objectives of program "very successfully" or "with considerable success." Comments: This selection was an excellent choice in meeting the objectives desired. It brought out the human emotions and let the students feel the plight of the workers. "Children became aware and grew to appreciate how a person could help others. Most of all it helped children make judgments."

*L/M - Liked it very much.
*L/L - Liked it a little.
*N/L - Did not like it.

TALES OF YOUR CITY READERS - Summary of Teacher-Pupil Responses

Story	Ethnic Distribution P.R.	Afram	Other	Student Responses *L/M	*L/L	*N/L	Summary of Pupil Reactions As Rated By Teachers	Summary of Teacher Responses
No English	68%	30%	2%	71%	21%	8%	**Responsiveness** 4 classes split evenly on "about average" and "above average" 1 class rated as "attentive and enthusiastic" **Participation** 4 classes rated as "more than usual" 1 class rated as "average" **Comprehension** 4 classes rated as "students level" for most of their students 1 class rated material "below level" for all of class **Vocabulary** 3 classes rated vocabulary as "students level" 1 class rated vocabulary "below students level" 1 class rated vocabulary "above students level"	4 teachers rated materials as "very successful" in meeting objectives of program. 1 teacher rated materials as only "moderately successful" **Comments:** "There isn't a teacher in the school to whom I have showed the stories that does not want to borrow them. They are very much superior to anything in use in the schools now." "The story showed, when compared to the other stories in the program that Indians suffer and fall victim to the same problems of all people. It gave us a good look at the emotions and feelings of these people and showed how all people are really very similar."

*L/M - Liked it very much.
*L/L - Liked it a little.
*N/L - Did not like it.

TALES OF YOUR CITY READERS - Summary of Teacher-Pupil Responses

Story	Ethnic Distribution P.R.	Afram	Other	Student Responses *L/M	*L/L	*N/L	Summary of Pupil Reactions As Rated By Teachers	Summary of Teacher Responses
Work or Die	68%	30%	2%	75%	17%	8%	Responsiveness 4 classes rated as "above average" 1 class rated 30% "average" and 60% "attentative and enthusiastic" Participation 4 classes rated as "more than usual" 1 class rated as "average" Comprehension 4 classes rated as "students level" 1 class rated 50% "students level" and 40% "too easy" Vocabulary 4 classes rated as "students level" 1 class rated 60% "students level" and 30% "too easy"	All teachers indicated that materials met objectives "very successfully" or "with considerable success." Comments: The stories succeed for a number of reasons:"(1) they are believable; (2) interesting; (3) about people with similar backgrounds with students; (4) there are excellent teacher directions; (5) it is enjoyable to teach."

*L/M - Liked it very much.
*L/L - Liked it a little.
*N/L - Did not like it.

TALES OF YOUR CITY READERS - Summary of Teacher-Pupil Responses

Story	Ethnic Distribution P.R.	Afram.	Other	Student Responses *L/M	*L/L	*N/L	Summary of Pupil Reactions As Rated By Teachers	Summary of Teacher Responses
Black is Beautiful Your Own Show	68%	30%	2%	88%	9%	3%	Responsiveness All classes rated as "above average" 1 class rated 15% as "attentive and enthusiastic" Participation 4 classes rated as "above average" 1 class rated as "average" Comprehension Rated as "little below students level" for most students. Vocabulary Rated as "little below students level" for most students.	Most teachers indicated that material met objectives "with considerable success." One teacher rated material as "very successfully." Comments: "It provided for discussion and gave a foundation to all in regard to developing pride in one's self." "Teachers manuel was highly effective in giving the teacher direction." "The poems helped to promote appreciation for one's race and cultural heritage."

*L/M - Liked it very much.
*L/L - Liked it a little.
*N/L - Did not like it.

TALES OF YOUR CITY READERS - Summary of Teacher-Pupil Responses

Story	Ethnic Distribution P.R.	Afram	Other	Student Responses *L/M	*L/L	*N/L	Summary of Pupil Reactions As Rated By Teachers	Summary of Teacher Responses
[1]Shirley Chisholm	68%	30%	2%	69%	23%	8%	Responsiveness 2 classes rated as "above average" 1 class rated as "attentive and enthusiastic" Participation 2 classes rated as "about average" 1 class rated as "more than uaual" Comprehension 2 classes rated as "at students level" 1 class rated as "above students level" Vocabulary 2 classes rated as "students level" 1 class rated as "too difficult"	All teachers felt material met objectives "very successfully." Comments: "Many questions called for critical thinking in which children had to interpret, and evaluate instead of just remembering."

[1]Only 3 questionnaires received.
*L/M - Liked it very much.
*L/L - Liked it a little.
*N/L - Did not like it.

APPENDIX D

TEACHER QUESTIONNAIRE FOR THE EXPERIMENTAL READING PROGRAM

Teacher _____

School _____ Grade _____ Enrollment _____

Date _____

Title of Story _____

A. Schedule and Materials

1. How much time was required to prepare for this activity? _____

2. Can you suggest ways to shorten the preparation time? _____

_____

_____

_____

3. About how much time was required in the teaching of this activity? (Include time required for the class to complete all of the activities.)

_____

_____

_____

4. What instructional materials were used? _____

_____

_____

_____

5. Were these materials suggested by CUE? Yes _____ No _____ Some _____

a. If yes, were materials particularly effective (ineffective)? Give reasons.

_____

_____

_____

_____

b. If other materials were used, please indicate materials used?

_____

_____

B. Objectives

6. Please summarize briefly the major objectives of this program as you understand them. _____

_____

_____

_____

7. To what degree do you feel that the materials provided met these objectives?

Very successfully _____
With considerable success _____
With moderate success _____
With minimal success _____
With no success _____

Please indicate reasons for your selection: _____

_____

_____

Teacher Evaluation of Student Responsiveness

8. Please indicate the response of your students to the story. (Circle selected numbers and place the percentage of students under each number.)

Inattentive Bored - Dull		About Average		Attentive & Enthusiastic
1	2	3	4	5

9. Did you find that the students participated

More than usual _____
About Average _____
Less than usual _____

10. Please indicate reasons why you feel students did or did not enjoy the story.

a. Was the story, on a whole, believable to the students?

b. Were the characters believable to the students?

c. Were the students able to identify with any of the characters?

d. Was the setting appealing to the students?

e. Other

11. Which part of story or particular concepts evoked the most discussion from the students?

12. Which part of the story or particular concepts do you feel the students did not understand?

13. Can you remember any questions asked by students?

_____

_____

_____

14. Were there any comments made, questions asked or discussion which surprised you or which you had not anticipated?

_____

_____

_____

(Please circle selected numbers and indicate percentage of students under numbers for Questions 15 and 16.)

15. Was the comprehension level on the material:

Too difficult		At Student's Level		Too easy
1	2	3	4	5

16. Was the vocabulary in the material:

Too difficult		At Student's Level		Too easy
1	2	3	4	5

17. Please indicate some vocabulary words that were too difficult.

_____

_____

_____

18. Did you find any other area especially difficult to teach?

_____

_____

_____

19. What questions other than those suggested in the plan did you find essential to use in order to implement or clarify the lesson?

_____

_____

20. What was your feeling about working with ethnic material?

_____

_____

21. A major objective of this reading program is to develop critical reading skills within the students. Indicate (1) which of the following skill you taught in the lesson and (2) which of the areas you feel students have gained some skill.

Note: If you have more than 1 reading group in your class, please fill out question 21 for each of the reading groups on the attached sheets.

Please use following scale for student rating:
1 - Considerable gain
2 - Moderate gain
3 - Minimal gain
4 - No gain

Reading Group Level

	Skills Taught		Student's Gain
A. Literal Comprehension			
1. Main Idea			
2. Supporting Details			
3. Facts			
4. Summarizing gist of passage			
B. Interpretation			
5. Questioning			
6. Imagining			
7. Discovery			
8. Seeing relationships			
9. Making inferences			
10. Suspending judgment			
11. Comparing and Contrasting			
12. Anticipating and Predicting			
13. Forming Opinions			
14. Checking authenticity of author			
15. Sensing motives			
C. Evaluation			
16. Judging			
17. Revising opinions and ideas			
18. Accepting and rejecting			
19. Drawing conclusions			
20. Challenging content			

APPENDIX E

5. What do you think your child could learn from reading this story?

_____

_____

_____

6. In what way will this story help children to learn more about each other?

_____

_____

_____

7. In our discussion we gave several reasons for the selection of this story. How would you rate the choice of this story?

Good selection ☐ Fair selection ☐ Poor selection ☐

8. Are there any other ideas in the story which you feel should be considered?

_____

_____

_____

9. Is this the first time you've been asked to read and select materials for your children?

_____

_____

10. Did you enjoy taking part in this selection of materials?

_____

_____

Would you like to do it again?

_____

11. Do you feel parents should help in the selection of materials for children?

_____

_____

PARENT QUESTIONNAIRE
EXPERIMENTAL READING PROGRAM

Parent's Name _____

Address _____

Date _____

Interviewer _____

Grade levels of your children _____

Name of story _____

1. Did you enjoy the story? _____

2. Was there any part of the story which you did not care for?
(Please indicate which part of story and why.)

_____

_____

_____

3. Do you think this is a good story for children of the 5th and 6th grades?
(If parents have children at this grade level, would it be good for your child?)

_____

_____

If answer is Yes or No, please state reasons.

_____

_____

_____

4. Is there anything in the story which may embarass the children?

_____

_____

12. Do your children enjoy reading?

13. Do they ever talk you about stories which they like or dislike?

14. What type of reading material do your children enjoy using at home?

APPENDIX F

Why would you recommend or not recommend this story for other boys and girls your age?

Which character in the story did you like best of all and why?

Evaluation of the Concept and History of the Community Learning Center

CENTER FOR URBAN EDUCATION

EVALUATION DIVISION

September 1971

INTRODUCTION AND HISTORY

The central vehicle for the implementation of the Community Division's program components is a Community Learning Center. Previous research and development work at the Center for Urban Education (CUE) has indicated two basic realities of urban educational environments: first, there is a lack of communication between formal educational systems and the community those systems are to serve; secondly, there are an insufficient number of community residents who can articulate and communicate community educational needs and aspirations to the formal educational system.

A Community Learning Center (CLC) is planned and established by CUE with the cooperation and endorsement of the local community; the purpose of the CLC is to improve the quality of the transactions between school systems and the publics they serve. The overall goals of a Community Learning Center are: to provide a neutral setting where school and community people may meet to discuss educational problems; to serve as a community resource center for the school and community on questions related to educational affairs; and to serve as a mechanism through which community educational needs are translated into developmental projects.

CUE established the first Community Learning Center during the 1969-1970 school year. CLCs were created in three New York City communities: the South Bronx, Williamsburg, and Bedford-Stuyvesant. The CLCs were primarily used for CUE community programs. They were rarely used by any other community groups, and were not visited by community residents who were not participants in CUE programs.

The developers began to rethink the CLC concept after the first year. The objective now is to establish the CLC as an entity beyond the scope of the CUE program components, and during the program year of 1970-1971, the CLCs of the South Bronx and Williamsburg were operated with that objective.

The first task for the new program year was, as before, the successful entry of the CLC into the two target communities. In 1969 it was difficult to secure the approval of the local school board and various community groups for the program operation. To secure this approval CUE gave the school boards an opportunity to aid in the selection of program participants. This led community groups to identify the CLC as sponsored by the schools. CUE had also contracted with two agencies, one black and one Puerto Rican, to act as intermediaries between CUE and host communities. But since the CLC is intended to be a neutral meeting place for both school and community people, the Community Division decided that in 1970-1971 alignments and agreements with school boards or particular community groups were inappropriate.

CUE utilizes the CLC to implement its development programs. Starting with the 1970-1971 program year, the CLC was also to serve as a resource center for community residents on educational issues. To make this possible, a new professional staff position was created. Two field administrators were hired and are working, one in each of the target communities. The field administrator is responsible for:

1. all liaison between the CLC and the central CUE office on all administrative matters; however, the field administrator has no authority

in program decisions;

2. the establishment of communications with community-based educational interest groups, community leaders, and school personnel; and

3. the allocation and utilization of space in the CLC for non-program-related functions.

In addition, CUE aimed to make the CLC serve as a mechanism for increasing program interface. The SPUR program of the School Division involves teachers and other school personnel in nine schools in the two communities. The three program components in the Community Division are conducted in the two target communities or schools. The Educational Leadership Development Program (ELDP or Leadership) has two subgroups of trainees, one English-speaking and one Spanish-speaking. The Parent Participation Workshop Program has participants engaged in workshops held in public schools. The Community-School Relations Workshops bring together teachers, principals, and community residents. During the first year of CLC operation no formal attempt was made to interrelate the programs, and no sessions or special events were arranged to bring participants in the various programs or subgroups into contact with each other. Now, however, the developers are using the CLC as a device for interrelating, in various ways, the community and school efforts of the Center for Urban Education.

EVALUATION METHODOLOGY

This evaluation report covers the period from December 1970 to September 1971. The evaluation of the concept and history of the Community

Learning Center set out to answer a number of questions: 1. To what extent have the Community Learning Centers gained the desired position with the target communities? 2. To what extent have the CLCs met the needs of the CUE-sponsored program components? 3. To what extent have the CLCs served as a useful mechanism for interrelating programs? 4. To what extent have the CLCs become a resource used by the target community? 5. To what extent have the CLCs had a significant impact on the educational affairs of the community being served?

1. In order to answer the first evaluation question, the effectiveness of the procedures used for CLC entry into the target communities was assessed. Interviews were conducted with persons involved in the entry process. These included the two field administrators, the Community Division Director, ELDP field staff (the three trainers and seven assistant trainers), and other CUE staff members.

2. Our assessment of the adequacy of the CLC to meet the needs of CUE programs is based on meetings with the Community Division staff members responsible for program implementation; interviews with the two field administrators and with the ELDP field staff; and reports made by program evaluation staff. The various program evaluation designs include post-test questionnaires administered to participants. These questionnaires included measures of the accessibility of the CLC as perceived by the participants.

3. The CLC goal of interrelating various aspects of CUE's total program covers three different types of program interface: participant,

curriculum, and activity. CUE intended to achieve participant interface by recruiting some of the same people for more than one program component. Using CUE-developed materials for more than one program component is called curriculum interface. Having the participants in different programs engage in joint activities is activity interface.

In order to assess the extent of program interface, the evaluation staff conducted interviews, reviewed evaluation observers' reports, and observed program sessions. The ELDP field staff were interviewed to gather information on the selection of participants and on activity interface. The staff in charge of program development were interviewed to determine participant and curriculum interface. The program evaluation staff reported on all attempts at interrelating various program components and discussions within any program of possible interface. Staff specifically assigned to this evaluation attended program sessions that represented activity interface. These included joint sessions of the ELDP subgroups and supplementary sessions of the Parent Participation Workshop Program.

4. The evaluation staff used a number of different procedures for assessing the degree to which the CLC serves as a community resource. Regularly scheduled interviews were conducted with the field administrators to get information about contacts they made in the community and about utilization of the CLC by community groups and individuals. Copies of the monthly progress reports completed by the field administrators for the Community Division Director were supplied to the evaluation team. Regular meetings were held with the Community Division Director to learn how the resource function of the CLC was being implemented. The Field

Work Report Form, completed by all trainees in the ELDP, was reviewed to determine the use, if any, of the resources of the CLC for field work assignments. As part of the program evaluation posttest questionnaires, the appropriate participants in CUE programs were asked to indicate how often and in what ways they used the CLC for non-program related purposes.

5. Clear indications of the measurable impact of the CLC on the host community's educational affairs cannot be expected until the CLC has established independent functioning relations with the varied educational forces within a given community. This process is necessarily time-consuming. During the 1970-71 program year we can expect only minimal measurable indications of such effects. Our initial assessment of the CLC's impact on the community's educational processes was made as part of the followup evaluation of last year's Leadership trainees.

IMPLEMENTATION

Entry and Site Selection

In order to establish the CLCs it was necessary to receive the endorsement of various community groups. It was also necessary to gain the formal approval of the elcted Community School Board (CSB) for two of the program components , since one, Community-School Relations Workshops involved their participation, and portions of the other, the Parent Participation Workshop Program, were held inside the schools. Building on previous information on CUE's successful entry into various communities,

the attempt this year was to modify the position of the CLC in the two communities. There was a greater emphasis this year on the independence of the CLC from control or domination by either the formal educational system or any specific organized community groups. A series of meetings were held with the CSB, selected members of CUE's Community, School, and Evaluation Divisions, and CLC staff. The school boards approved the program components; however, no program authority was surrendered to them.

The South Bronx CLC is located in the same building used last year. This site has been expanded to include a second floor. The added floor space in the Bronx includes one large meeting room which has permitted single meetings of two or more program components. Evaluation observers at the CLC reported that the physical location is adequate to meet all current program needs. These reports also indicated that some of the services to the building (heat, elevator) suffer from the same degree of landlord neglect evident in the surrounding neighborhood. After much pressure from the development and field staff, the services to the building have improved.

The Williamsburg CLC was also located in a building used last year in Williamsburg. The amount of space in the building was inadequate for the program operation. The problem was intensified since more space was needed than last year.

On June 18 the Williamsburg CLC moved to a new location. This new site is convenient and accessible for program participants. Its facilities include three meeting rooms and one very large meeting room which

permits joint sessions of two or more program components. The new CLC also includes adequate office and storage space. The new Williamsburg Center is more than adequate to serve the needs of CUE programs.

Utilization for Program Operation

The Community Learning Centers were used regularly for the Community Division's program components. Each week there were four regular evening meetings of the Leadership Program. The Field Work Report Form, completed by all trainees in the Leadership Program, and the posttest data from this program, indicated that trainees used the resources and space of the CLCs in order to complete field work assignments (see Table 1). The field staff for this program have used the resources and space at the CLCs for inservice training and for preparation sessions for each week's lessons. The Community-School Relations Workshops used both CLCs, bringing together principals, teachers, and community members once or twice a week. The discussion leaders from the Parent Participation Workshop Program have met at the CLC for weekly training and review sessions. Also, teachers involved in the SPUR Program have used the CLCs for inservice training in the use of SPUR materials. The Evaluation Division used the CLCs for interviewing participants in various programs.

The Community Learning Center as a Community Resource

Community Learning Centers are to serve as a resource for community residents on educational and related topics. Three techniques were designed to operationalize this goal: the functioning of the field administrator; the extra-programmatic use of the CLC, and the production of materials for CLC use.

The fi[illegible]rator has as one responsibility the establishment of communicati[illegible]ch various community leaders. The two field administrators have begun this process. In Brooklyn the field administrator came to the job with a great deal of previous community-based experience and has put this experience to use. In her role as field administrator she has attended meetings of the Central Board of Education, local Community School Board, the Educational Committee of the Community Corporation, and numerous social action agencies.

In the Bronx the field administrator began work with less experience directly related to this particular community, but quickly and efficiently accomplished his responsibilities. He has met with the district superintendent, the executive assistant of the school district, members of the Community School Board including the chairman, the Neighborhood Youth Corps field chief, the Mental Health Worker from the community hospital, and the coordinator of a community-based legal-aid agency.

The CLCs have been used for functions other than the programs designed and run by the School and Community Divisions. The pattern of this use is developing differently in the Bronx and Brooklyn. In the Bronx there are the beginnings of long range multisession programs. One of the assistant trainers in the Leadership Program conducted a children's drama class weekly. This was followed by a creative writing class. A regularly scheduled tutorial program is to begin shortly. The Neighborhood Youth Corps is using the South Bronx CLC regularly for varied purposes; they have held a series of youth conferences, and orientation meetings for family workers, a testing program for new students, and a sensitivity training program.

In Brooklyn there is extensive use of the CLC for one-of-a-kind meetings and gatherings. This CLC is frequently used to bring together people concerned with the district's educational affairs who need a place to meet. The Williamsburg CLC was also used as the site of an intensive training program for supervisors and administrators of various agencies serving the Williamsburg community.

Some of the community organizations that made use of the Community Learning Centers are listed below.

In Williamsburg:

Neighborhood Youth Corps
Williamsburg and Greenpoint Coalition for Training and Employment
People's Community School Board
South Side Mission
Williamsburg Community Corporation
Brooklyn College Enrichment Program
Parent Associations of P.S. 16, 84, 120, & Eastern District High School
South 8th Street Block Association

In the South Bronx:

Neighborhood Youth Corps
Project Logos
Interaction Council of the Human Resources Administration
Project Justice
Dept. of Social Services
Model Cities Educational Committee
Lincoln Hospital Community Mental Health Group

An administrative procedure was established for the granting of permission to use the CLC for non-CUE program events. One field administrator has reported that this procedure is too time-consuming. In all cases of requests made so far, approval has been granted in sufficient time to permit program operation.

The Bronx CLC produced materials geared to specific needs of participants in CUE programs. One document, "Black Facts," is an outline history

of black America. It was written by the English-speaking trainer and an assistant trainer of the Leadership Program. The other document is a listing of educational facilities and related social services located in the South Bronx. This index of services was compiled by the field administrator. The production of both documents was handled by the field administrator.

Each of the designs for evaluation of the Community Division's components included an end-of-program questionnaire. In completing these instruments, participants were asked to indicate how often and for what purposes they used the CLC for non-program-related activities. Approximately half of the program participants used the CLC for non-program-related activities. Trainees in the Leadership Program were the most frequent users of the CLC. Over one-third of the participants in the Parent Participation Workshop Program (PPWP) went to the CLC for some purpose other than program requirements. This is a very surprising finding, since the PPWPs are held in the public school and participants are not directly associated with the CLC. The Community Learning Centers were used principally for meetings of community groups or residents, or school personnel to discuss community-school problems. Table 1 summarizes the responses to the end-of-program questionnaires. (See Table 1).

The May 1971 followup study of trainees in the 1969-70 ELDP indicated that within one year of graduation, 51 percent of the sample had been to the Community Learning Center since completing the program. Of the graduated trainees in the sample, 89 percent reported various ways in which they personally have used what they learned in the program, 81 percent attended

TABLE 1

RESPONSES TO END-OF-PROGRAM QUESTIONNAIRE: USE OF THE CLC FOR NON-PROGRAM RELATED ACTIVITIES BY PARTICIPANTS IN COMMUNITY DIVISION PROGRAMS[a]

	TOTAL		ELDP (cycle 1 only)		CRSW Williamsburg only)		PPWP	
	N	°/o	N	°/o	N	°/o	N	°/o
A. Did not use the CLC for any purpose other than program requirements.	93	53	34	44	20	57	39	62
B. Did use the CLC for some purpose other than program requirements.	83	47	44	56	15	43	24	38
Total Respondents	176	100	78	100	35	100	63	100
	°/o of B (above) Giving Response[b]							
Purpose of Non-Program-Related Use of CLC								
1. For a meeting of a community group or organization.	26	59	9	60	4	17		
2. For a meeting with community or school people.	26	59	8	53	not applicable			
3. For another training program.	4	9	4	27	2	8		
4. ELDP field work assignments.	29	66	not applicable		not applicable			
5. For a special supplementary session.	not applicable		not applicable		10	42		
6. For another reason or no response.	9	20	2	13	8	33		

[a]Educational Leadership Development Program (ELDP), Community-School Relations Workshops (CSRW), and Parent Participation Workshop Program (PPWP).

[b]Percentages total more than 100°/o because there were multiple responses.

Parent Association meetings, and 70 percent attended meetings of community agencies or organizations. There was a significant increase in the number of trainees holding office in school-related organizations, and 86 percent of the sample have been involved in training other community residents. For more detailed information as to the impact of the CLCs leadership training see: Followup Study of 1969-70 Trainees in the Educational Leadership Development Program.

Plans for library facilities at the two Centers had to be dropped during this program year due to funding limitations. A CLC library could serve as a valuable focal point for program and participant interaction and as a community resource.

Program Interface

The Community Learning Centers provide the central mechanism for the integration of the School and Community Division programs. The three types of program interface, participant, curriculum, and activity, will be discussed separately.

The developers of the Leadership Program intended to include in each subgroup six parents whose children were in classes using the SPUR materials. This was not accomplished, primarily because the Leadership Program started before the SPUR schools were selected. The revised trainee selection criterial for the 1971-72 Leadership Program mandate a specific number of parents of children in the SPUR program.

The Parent Participation Workshop Program was functioning in four schools in the Bronx. For this program, the Community Division selected

the four schools using the SPUR Program, in order to insure the inclusion of parents of children using SPUR materials. The same plan was followed for the Brooklyn cycle of the Parent Workshops.

Each program component requires an individual and distinctive curriculum. However, there has been some attempt to integrate materials among programs. The Community-School Relations Workshops used some of the materials developed for the Leadership Program. Also, the Parent Participation Workshops used some of the Leadership Program's materials.

The last area of desired program interaction concerns the activities of the various program participants. The Parent Participation Workshop Program instituted a series of supplementary meetings in addition to the regular sessions. During these meetings a consultant presented some information or material on a topic the workshop participants considered important. These supplementary sessions were voluntary and were held in the CLCs, not in the schools. They brought together parents who were in the same program but in different schools and who would normally meet and interact. The trainees in the Leadership Program were invited to these sessions, but very few were able to attend, since most of them work during the day. For the convenience of the participants in the Parent Participation Workshop Program, the supplementary sessions were held in the mornings while their children were in school.

This year, for the first time, the Leadership Program's English and Spanish groups held a series of joint sessions. These training groups appear to have broken down some of the barriers of separation between

them. The two groups met to discuss educational problems of the community and to attempt to reach common solutions. The Leadership Program evaluation observers were present at a series of joint sessions held in the South Bronx and Williamsburg. The initial meetings resulted in some confusion, and there was little interaction between groups. After three such sessions, including a social one, the two groups began to mix freely and to exchange ideas on educational issues. For example, a lively debate in the South Bronx CLC led to agreement on the role of bilingual education. The joint sessions appear to be successfully meeting the intended goal of developing mutual understanding. (For a more detailed discussion of the ELDP joint sessions appear to be successfully meeting the intended goal of developing mutual understanding. (For a more detailed discussion of the ELDP joint sessions see: Evaluation of the Educational Leadership Development Component, 1970-71.)

The group leaders in the Parent Participation Workshop Program read and commented on three stories that are part of the SPUR-materials. The remarks of the group leaders have aided the School Division in the development of their curriculum materials.

SUMMARY

This year the Center for Urban Education has opened two Community Learning Centers. One is located in the South Bronx and the other in Williamsburg. Both Centers were established independently of any control from school or community groups. The physical facilities of both Centers are adequate to meet all the currently planned program needs. The South

Bronx CLC and Williamsburg CLC are used, in varying degrees, by all components of CUE's programs.

Both CLCs are becoming resource centers used by community residents. Data collected from participants in all the Community Divisions's programs indicate that the Centers are being used by individuals and small groups for other purposes than regular program requirements. Interviews with field staff showed that various community organizations are also beginning to use the Centers as both a meeting place and an information center. To implement CUE's general goals, the developers should now devise ways of increasing the involvement of school personnel in joint participation with community residents in CLC activities.

The CLC is used as a mechanism to encourage program interface. Some degree of curriculum interface has been accomplished, and there are plans that will permit greater participant interface. Various forms of activity interface were successfully implemented. Activity interface provides a good opportunity for program interrelation and should be increased. One example of a possible way to increase program interface would be to have Leadership Program trainees, as part of their field work, direct parts of Parent Participation Workshop sessions.

In general, all program staff should build into their materials examples of the possibilities of CLC use. This could then form the base from which group leaders, trainers and discussion leaders could begin to encourage program participants to use the resources of the CLC for helping to meet some of the educational needs of the community.

The next step for the CLC should now be to find the most appropriate way to reach further out into the community. Utilization of the CLC has been restricted primarily to graduates of or current participants in CUE programs or to a small number of community organizations. Greater emphasis should now be directed toward attracting larger numbers of community residents.

In assessing the effectiveness of the Community Learning Centers in the field test experience, we will continue to examine the ways in which the CLC is used as a device for program interface and for the implementation of CUE programs. A greater effort, however, will be made to determine if the CLC is evolving, in both reputation and availability of resources, as a mechanism for increasing the quality of transactions between the formal educational system and the public they serve.

COSTS

The direct costs of the Community Learning Centers are indicated in the table on page 17.

CENTER FOR URBAN EDUCATION

Community Learning Centers

Direct Costs

	Bronx			Brooklyn		
	1969-1970	1970-1971*	Total	1969-1970	1970-1971*	Total
Expenses						
Salaries	$ 4,694.70	$19,978.87	$24,673.57	$ 2,331.81	$26,089.95	$28,421.76
Travel	---	155.44	155.44	---	124.39	124.39
Rent & Utilities	8,862.28	15,427.74	24,290.02	3,656.57	12,408.78	16,065.35
Telephone	249.83	540.63	790.46	298.48	726.89	1,025.37
Office Supplies	---	2,130.74	2,130.74	---	1,672.62	1,672.62
Equipment Rental	2,019.82	4,002.25	6,022.07	677.00	2,401.50	3,078.50
Totals	$15,826.63	$42,235.67	$58,062.30	$ 6,963.86	$43,424.13	$50,387.99

*Costs from 10/1/71 - 11/30/71 are estimated.

EVALUATION OF THE

EDUCATIONAL LEADERSHIP DEVELOPMENT COMPONENT,

1970-71

Prepared by the
CENTER FOR URBAN EDUCATION
Evaluation and Research Division

PREFACE

The Educational Leadership Development Component (ELDC) of the CUE Citizen Participation Program has been funded by the U.S. Office of Education for $2\frac{1}{2}$ years. During that period, it has produced a strong training program and has made some progress as a research and development effort. By 1974, CUE expects to have a tested, effective, replicable ELDC package for nationwide dissemination.

This evaluation report covers the period from December 1970 through October 1971. Although most of the data presented here were collected and analyzed during this period, the report presents our findings in the context of a five year R & D effort. Where relevant, we will refer to evaluation data from earlier phases of the program's development, prior to the period focused on in this report. Our intent in this report is to present our findings succinctly and with a minimum of procedural and statistical documentation.

Although our overall evaluation of the program is highly favorable, we have devoted a considerable amount of space to analyses of weaknesses and areas of insufficient development to date. Whatever criticisms we have made and continue to make should be understood in the context of this overwhelmingly positive assessment of the program and our desire to insure as great an impact as possible from this R & D enterprise. Our criticisms are not intended to suggest how a bad program can be made good, but rather how a good program can be made better. Great gains would seem to be possible if development energies are focused on what our data suggest to be its strengths and our analyses suggest to be its areas of greatest

potential impact, given the defining characteristics of the program, target population, and target communities.

The ELDC is an exciting and important program that has produced significant impact on program participants. As a five year R & D effort, it is now beginning its most critical year. The program developers, field staff, and evaluators have to produce in the coming year the most important elements of the ELDC effort. Any definitive field test of the program package and summary judgment of the program's outcomes must follow this critical year of development.

ELDC OVERVIEW

The ELDC is a training program for inner-city residents interested in assuming roles as community leaders in school affairs. The training is aimed at providing information, and developing skills, sensitivities, and action orientations viewed by the CUE program designers as requisite to such leadership. One of the expected outcomes of the ELDC is the development of a replicable curriculum package and training model for community educational leadership programs. The ELDC training cycles provide settings for field testing and refining the training model curriculum package.

The training is conducted in two Community Learning Centers (CLCs) at sites located in the South Bronx and the Williamsburg section of Brooklyn. All residents of the two communities are eligible for the program. During calendar year 1971, approximately 200* black and Puerto Rican community residents were trained in two successive training cycles.

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*205 trainees participated; 167 (81 percent) completed the program.

Each 15-week cycle is composed of 26 training sessions and weekly field work activities. Trainees are expected to devote at least nine hours a week to the program; there are two three-hour evening training sessions, and approximately three hours a week field work at each trainer's convenience. During the 1971 training cycles, trainees received a stipend of $27 a week for participation in the program.

Training sessions are conducted in separate Spanish-language and English-language groups; for some sessions, Spanish-speaking and English-speaking participants meet together. Program materials are available in both Spanish and English.

Each training group of approximately 25 trainees is led by one professional trainer and two assistant trainers (referred to in this report as the field staff). The assistant trainers are community residents selected for these positions because of their skills in community action work. Inservice training of the field staff is provided by two members of the CUE headquarters staff in special weekly sessions at CUE and in the CLCs.

Rationale and Objectives

The ELDC rationale has its roots in the problems brought to the fore by the movement from school decentralization and increased parent and community participation in school decision-making. It assumes that a critical prerequisite of effective reform of inner-city schools is alleviation of tensions in school-community relations. For this to occur, a major need that must be met is increasing the number of knowledgeable, skillful community leaders who can communicate effectively with school personnel

and community residents, and who can bring together diverse and often opposing forces to work together to solve school-community problems. The ELDC was developed to meet this needs.

The program has three conceptually separable sets of objectives. First, it is a training program, with a specifiable set of outcomes for trainees. Second, it embodies an intervention strategy for community development, and therefore involves a more complex set of community outcomes. And, above all, it must be viewed as a research and development effort, with a distinct set of R & D objectives.

The program objectives easiest to specify are those of the ELDC as a training program. As such, it aimed this year, as it did last year, to recruit and train 200 inner-city residents for roles as community education leaders. Trainees were expected to absorb particular bodies of information, develop particular skills, and demonstrate measurable patterns of leadership behavior and action orientations.

Information: Trainees were expected to learn an extensive amount of information about school system structure and functioning. This is evident from the following list of informational as contrasted with skill-oriented topics included in the curriculum:

Educational problems of the local community.
Educational problems of black and Puerto Rican students.
The organizational structure of the local school.
The public school curriculum.
Special educational programs.
School record-keeping, and parents' rights with regard to access to school records.
Proposals and programs for increasing accountability of school professionals.
Channels of school-parent interaction.
The rights of school Parent Associations.

Students' rights.
The structure of the New York City school system under decentralization.
How the city school system interacts with federal, state, and city government agencies and with special interest groups.

Skills: The program stressed a problem-solving approach. Trainees were to learn how to identify problems, how to determine what information they need to solve a problem, and how to organize others to work to solve problems. Trainees were expected to develop competence in particular skills stressed in the program, particularly the abilities to:

Discuss problems with principals and teachers.
Lead group discussions.
Role play to understand opposing positions on an issue.
Interview people to gather information about a problem.
Use diverse kinds of information to evaluate the effectiveness of a school or school system.
Organize community people for action to solve a problem.

Action Orientations: The program designers also hoped to develop or reinforce trainees' positive orientations toward group action as an approach to dealing with school-community problems. Of particular concern were the following orientations:

A willingness to take action to remedy a perceived problem.
A belief in one's capacity to attain desired results through action.
A belief that school authorities can be made responsive to complaints or protests.
A desire to increase community participation and influence in school decision making.

Leadership Behavior: The critical criterion against which the success of this program must be measured is trainees' demonstrated leadership behavior after completing the program. The program was designed to increase the quantity and improve the quality of demonstrated leadership, as measured by such indicators as the following:

Attendance at meetings of school Parent Associations, Community School Boards, the City Board of Education, and key community organizations.
Membership and active participation in influential school and community organizations.
Election or appointment to offices in these organizations.
Participation with others in group action to solve problems.
Organizing and leading group action to solve problems.
Talking with school personnel, politicians, and community leaders about school and community problems.
Acting as a resource person for individuals and community organizations interested in solving school-community problems.
Training others in the information and skills learned in the ELDC.
Acting as a liaison between community residents and school personnel.
Gaining employment in schools and community organizations.
Trying to exert influence on policy decisions made by school, community, and city officials and leaders.

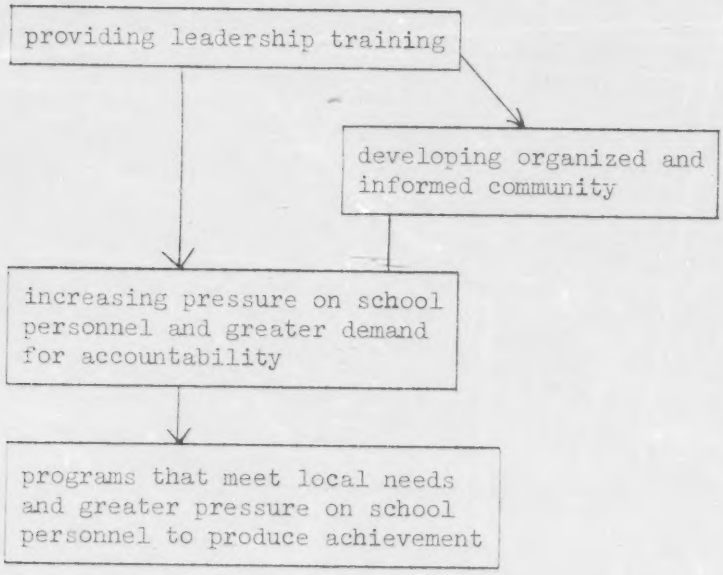
ELDC objectives as an intervention strategy for community development are far more elusive than the relatively straightforward ELDC objectives as a training program. Community-impact objectives are implicit in the training program objectives and the program's model of the functions community education leaders are to serve. As described in the orientation statement given to all trainees at the onset of the program:

> The primary purpose of this program is to develop people who will be catalytic agents in the educational processes of the community. "Graduates" of this program are expected to influence existing leadership and make it more responsive to the needs of the community or to assume leadership roles themselves.

The assumption has been that the program would have a multiplier effect in the communities in which it was implemented. The program would train a cadre of community educational leaders, who would then train others in the community and stimulate community development around school-community issues. The underlying aims, then, were to create not simply an informed group of trainees, but organized and informed communities, and to increase

community participation in school matters. And ultimately, all of this was intended to affect what took place inside the schools of these communities.

The model of community impact implied in this program is the following:


providing leadership training
developing organized and informed community
increasing pressure on school personnel and greater demand for accountability
programs that meet local needs and greater pressure on school personnel to produce achievement

A more specific community-impact objective added to the program this year was the aim to develop cooperative working relations between black and Puerto Rican residents of each community. Implicit community development ends can be inferred from this intermediate goal: increasing a sense of community, unifying community residents to present a united front in presenting problems to school personnel, and increasing the influence of community forces in school decision-making.

As an R & D effort, the program was aimed at constructing a replicable training model and package of materials, and developing new school-community interaction processes. It was also aimed at contributing to

our understanding of community development processes and R & D interventions.

Target Population

The New York City version of the ELDC was designed for adult residents of mixed black-Puerto Rican communities. Only the broadest of criteria were established for recruitment and selection of trainees, resulting in a population that seems in most respects fairly representative of community residents likely to participate in this kind of program. Approximately half of the trainees are black and half are Puerto Rican. Most are women (70-80 percent with school age children (90 percent) who attend public school. The overwhelming majority of these parents are members of school parent organizations (78 percent), and a sizable percentage (31 percent) are current or past officers of these organizations; they are also fairly active in other community organizations. A sizable group (28 percent) are employed as paraprofessionals within the local public schools; and an additional 15 percent are employees of community action organizations.

The program participants include trainees who are highly dissatisfied with the schools and others who are fairly content; a few trainees who are already competent in skills stressed in the program and most others in need of a good deal of training in these skill areas. On the whole, the Brooklyn trainees are more unhappy with the schools than the Bronx trainees, and view school personnel as less responsive to them; the black trainees express stronger dissatisfaction than the Puerto Rican trainees.

Evaluation pretest items yielded the following description of the trainee population as a whole (based on mean scores). They show a high

desire for more parent and community influence in school decision making. They are high in willingness to take action on school-related issues, and high in action taken on school-related issues prior to participating in this program. They are moderately high in their belief that community residents can have some influence on improving education in the local community, and in their participation in school affairs. They are moderately dissatisfied with schools and other city services in their local community, and with the effectiveness of the local schools. They are neither strongly satisfied nor strongly dissatisfied with the school authorities' openness to parent and community access and influence. They are moderately negative in their attitudes toward professional educators.

EVALUATION PROCEDURES

The procedures used by the evaluation team were designed to help us answer a number of questions about the ELDC as a training program, a community intervention strategy, and an R & D effort. How well conceptualized are the ELDC strategies for meeting identified needs? How well suited are the curriculum and materials for achieving the program's objectives? How may the training strategies and materials be improved? How effective was the curriculum in achieving program objectives? To what extent did the program have a significant effect on the trainees who participated in it, and on the communities in which it was implemented? To what extent was the program as implemented an adequate field test of the curriculum and materials packaged by the developers? How much progress has been made toward achieving the program's five year R & D objective?

Members of the evaluation team closely monitored the operation of the program. Observers monitored 50 percent of the training sessions in the CLCs, a small sample of the inservice training sessions at CUE and in the CLCs, and a small sample of the field work activities. Additional information on program operation has been obtained by interviews with the field staff and in written forms completed each week by the trainees and field staff.

This close monitoring of program operation was necessitated by the emerging nature of the program's curriculum during the first 1971 cycle, and the need to test the extent to which the formal curriculum guides were adhered to in the second cycle. Evaluation of the curriculum and curriculum materials required that we have precise information about the extent to which each set of CUE materials was used in the first and especially in the second cycle, and the extent to which program successes or weaknesses must be attributed to materials or experiences that are not part of the field-tested package.

Curriculum materials developed for the program by CUE staff were reviewed and analyzed intensively by members of the evaluation team. Content and training procedures were assessed in terms of program objectives, and were compared with materials developed for other leadership development programs. Information about the effectiveness of each set of materials was obtained through reports on the training sessions written by the field staff and by members of the evaluation team who observed the sessions.

We used a number of strategies to evaluate program impact on trainees. To assess knowledge gains, we prepared an informational test of

program content for each cycle. To detect changes in attitudes and orientation we compared trainees' pretest and posttest responses to a questionnaire designed for this purpose. Data on trainee skill development were obtained from two sources: comparison of preprogram and postprogram trainee self-ratings of their skills in six skill areas stressed in the program, and field staff ratings of each trainee's skills in the 5th and 15th weeks of the training cycle. Weekly field work forms completed by the trainees provided information about the impact of the field work experiences on the trainees, and the skills and information learned in the program that they applied.

Evaluation of the program's impact <u>after</u> the 15-week training cycle was also of major concern. A followup study of the 1969-70 trainees was conducted during the current year; followup of the 1970-71 trainees will be pursued in 1972. This year's followup study was aimed at determining the extent and the nature of the program's impact in the year following the 1969-70 training cycles. To measure the program's effects on trainees, we gathered attitude and behavioral information from a 25 percent sample of trainees by means of telephone interviews conducted in English and in Spanish.

We also made use of demographic data from the trainees' application forms, so that we could investigate differential program effects on trainees with different background characteristics. Differential effects of varied training styles were also of interest to us: data on approaches, emphases, and specific strategies used with different training groups are also being gathered through observation of training sessions and interviews with members of the field staff.

We provided an extensive amount of formal and informal feedback to the headquarters and field staff. Members of the evaluation team attended weekly feedback sessions with the headquarters and field staff. We provided frequent written feedback to the staff, summarizing the information we received from the trainees about field work experience, and from the field staff about training sessions and curriculum materials. Memoranda were also prepared assessing curriculum materials and suggesting revisions, presenting findings from our statistical analyses of data on program impact, and summarizing other information we received from informal contact with program participants. This report presents in summary form the findings elaborated upon in these memoranda.

FINDINGS

The ELDC staff's conception of what they're about has evolved slowly through three levels: viewing the effort as a training program, an intervention strategy for community development, and an R & D enterprise. For at least the first year and a half of its history, the program was conceived almost solely as a training program. Community impact emerged only gradually as a concern. Understanding of the effort as an R & D venture was the slowest to evolve and is only now being fully accepted. The program's successes to date follow to a significant degree this gradually unfolding consciousness of the diverse concerns required of this kind of effort, and the different kinds of outcomes to be achieved.

ELDC a Training Program

As a training program, the ELDC has had substantial success on most dimensions we measured. Our data provide strong evidence of program

impact on trainees, both within the 15-week training cycle and in the year following participation in the program.

At the time of this writing, the second 1971 cycle is still in progress and only the first of two phases of our followup study of 1970 trainees has been completed. Findings of program impact during the 15-week cycle are derived primarily from analysis of Cycle 1 data, but are supported by preliminary analysis of Cycle 2 data and comparison with data from our previous evaluation of the program in 1970. Findings on impact on trainee behavior after graduation are based on the followup interviews described earlier.

The program's greatest impact during training is on trainees' skill development and acquisition of factual information. The program does not significantly affect trainees' attitudes. This allocation of impact seems reasonable, given the main thrust of the program.

Skill Development

The trainees showed substantial gains in all six specific skills stressed in the program. The skill ratings indicated an overall progression from a moderate degree of skill early in the program to a substantial gain in skill development by the end of the program. Early in the cycle the trainees were relatively weak in four program skills: evaluating school effectiveness, leading group discussions, role playing, and organizing community people for action. It was these four skills, most in need of development, that showed the greatest gains in the course of the training cycle. Trainees began the program with substantially more competence in two other skills stressed in the program, interviewing and

discussing school problems with principals and teachers. Gain scores for these skills, more highly developed at the outset, were smaller, as was to be expected. Overall, then, the program had a substantial effect on trainees' skills, with greatest gains made in skills where the trainees started the weakest.

Confidence in this finding is buttressed by the very similar patterns in the skill ratings made independently by the trainees and the field staff. In both sets of ratings the same progression was indicated: a moderate degree of skill early in the program and a substantial gain in skills by the end. Even the rank ordering of individual skills early in the program, from weakest to strongest, is almost identical in the two sets of measurements, and the similarity in gain scores is also substantial.

The skill data point the way toward at least one needed revision in ELDC treatment of skill development. Both the trainees' and staff ratings indicate that the two program skills in which trainees have the greatest competence when they start the program are interviewing and discussing school problems with principals and teachers. Yet these are the only two of the six program skills that received focused attention in the field work this past year. If the field work were individualized to meet trainees' needs and skill levels, much of the field work would undoubtedly have been focused on other kinds of skill development activities. Role playing and leading group discussions are two skills adequately handled in the small-group activities in the training sessions. But relatively little program effort is directed at two critical skills in need of more concentrated attention -- evaluating school effectiveness and organizing community residents for group action to solve a problem.

Acquisition of Information

Trainees were able to demonstrate a fairly good grasp of a sampling of factual information presented in the training sessions. The average grade on the Cycle 1 information test was 60 percent. When the scores were analyzed, a significant difference was apparent between the Bronx and Brooklyn trainees: in the Bronx only 43 percent of the trainees achieved a score of 60 percent or higher; in Brooklyn, 75 percent of the trainees scored 60 percent or higher, almost twice the Bronx rate.

We have been looking for clues that might help us account for these differences: e.g., differences in trainee background characteristics in the two communities, differences in directive or nondirective training strategies, differences in stress on informational content in the training approaches used in the two communities. These questions are still being investigated, and as yet we have found no clearcut support for any of the several hypotheses being tested.

The pretest-posttest approach to knowledge testing, employed in our 1970 evaluation, suggested that trainees know very little about school system structure and functioning when they enter the program. Given this starting point, it seems reasonable to interpret the average final score of 60 percent as reflecting a substantial acquisition of information.

Action Orientations and School-Related Attitudes

Our instruments attempted to measure ELDC impact on two kinds of attitudinal dimensions: the action orientations the program developers hoped to develop (or strengthen), and unintended and unplanned-for side effects on trainees' attitudes toward their local schools and particularly school

personnel. Among the unintended attitudinal effects that might be expected from a program of this kind are increasingly negative appraisals of school effectiveness and school openness to community access, and increased distrust of school personnel. If community education leaders trained in this program are expected to devote much of their energies to interaction with school personnel, it seemed imperative to determine whether the program would increase distrust of school personnel and make cooperative relations more difficult.

Overall, our data indicate that the program does not significantly affect the attitudinal dimension, intended or unintended. Overall attitude changes are usually in the expected directions, but are all quite small. The fairly consistent pattern of change in the intended or expected directions cannot be overlooked, but is not in itself a potent enough finding to support a judgment of significant attitudinal effects from this program. A favorable finding not to be slighted in this general practice of virtually no change is the following: one of the unanticipated and unplanned-for side effects of last year's program, increased distrust of school personnel, was decidedly less marked this year.

There is no reason why the program should necessarily have an impact on attitudes. The training has never focused much attention on attitudes, and it is not incumbent on a program of this kind to try to change attitudes and orientations. The trainees on the whole were strongly oriented toward action when they entered the program, and quite clear on where they stood on such issues as parent and community roles in school decision making, school effectiveness, and school openness.

Leadership Behavior

Given the ELDC objectives, the most significant test of program impact would be trainees' demonstrated leadership behavior. During the training cycles, field work assignments required trainees to participate in certain kinds of activities usually engaged in by community leaders concerned with educational affairs: school visiting, attending meetings of school and community organizations, interviewing people about school problems, and the like. Although we have field work data on the numbers of trainees who engaged in these activities during the training cycle, this data could not answer the critical question of program impact on demonstrated leadership behavior. Such activities during the training cycle are to a certain extent paid activities undertaken to fulfill a program requirement, and are accompanied by group supports and varying degrees of field staff direction. A real test of program impact on trainees' leadership behavior seemed to us to require a followup study of trainees in the year following their graduation from the program. For the program to be considered successful there would have to be evidence of a substantial increase in voluntary, unpaid, leadership behavior, demonstrated independently of the support or direction of the ELDC staff.

The 1969-70 program had less effectively focused on developing specific leadership behavior, and topics covered in the curriculum ranged broadly and somewhat superficially over the community and its problems in general rather than specifically handling school-community problems in depth. Given these limitations, and serious difficulties in program implementation, we anticipated finding limited and somewhat diffuse impact on the behavior of program participants.

The results were startling to us. A year after completing the program, the graduates reported specific ways in which they were using what they learned in the program. They were attending meetings of school and community organizations, holding office in these organizations, training others, speaking in groups with much greater confidence and skill, participating with others in group action, and talking with school people, politicians, and community leaders about school and community problems. A fifth of the sample reported that as a result of the program they obtained jobs in schools or community organizations.

Some idea of the impressive picture emerging from our interviews can be gathered from the following:

- 89% of the sample reported various ways in which they used what they learned in the program.

- 87% reported that they gained particularly from what they had learned in the program about how to speak before groups.

- Trainees have been very active in attending meetings of school and community groups over the last year. 81% attended school P.A. meetings (those who do not attend do not have school age children). One-third of the sample attend P.A. meetings more frequently than they did prior to the program; the remainder attend about as frequently as they did before. 51% attend community school board meetings. 70% attend meetings of community organizations. Prior to the program, only 50% of our sample ever attended meetings of school P.A.s, community school boards, or community organizations.

- There has been a significant increase in the number of trainees holding offices in school organizations since the program (27% held offices prior to the program, usually in school P.A.s; an additional 19% held offices one year after the program).

- 19% of our sample got jobs as a result of the program, either as paraprofessionals in the schools or in community organizations (51% were already working in schools or community organizations prior to the program).

- 86% of the trainees have been training others in their communities, multiplying the program impact. Some of these trainees have established formal training programs in community organizations with which they work. Most, however, have been formally training others in their apartments or as part of their work.

- Approximately 60% of the sample have been approached by others in the community for help on school or community problems.

- 62% have taken part in group action organized by themselves or others to solve a school or community problem. (Only 27% had done anything of this kind prior to the program.)

- 70% have spoken with school personnel about school problems.

- 78% have spoken with parents about school problems.

- 43% have tried to get the help of a politician, school official or community leader to solve a school problem. (Only 19% had done anything like this prior to the program.)

- 68% work with community organizations.

- 81% know members of the community school board.

- 76% of our sample report that they are known by specified school officials for the work they have been doing to solve school problems.

Differential Effects

Our data on program impact on trainees' skills, knowledge, and leadership behavior clearly support the judgment that the ELDC is highly successful as a training program. The questions we investigated this year concerned not only the overall effectiveness of the curriculum in achieving program objectives, but also the relative effectiveness of the program with different subgroups of the target population. This work is still in progress but we can report a number of preliminary findings at this time.

Of all the background characteristics measured, those most critical in accounting for differential program effects were ethnicity, community,

degree of activism and leadership experience prior to entering the program, PA membership, and trainees' employment.

Puerto Rican trainees gained more in skills than did black trainees. On most attitudinal measures, however, black trainees showed more program impact. The program generated more dissatisfaction among those who started out more dissatisfied. (The exception to this general rule were the trainees who started the program at so high a level of dissatisfaction that further increase in dissatisfaction was difficult.) In general, then, the program's effect on attitudes were stronger among black trainees than Puerto Ricans, and stronger in Williamsburg than in the South Bronx.

Trainees employed in community action organizations gained considerably from the program. Despite their high scores on our measures at the start of the program, they gained more from the program -- in all measures -- than trainees in any other employment category. Unemployed housewives and unemployed males were also strongly affected by the program, and showed gains second only to those trainees employed in community action organizations.

The program had an interesting reversal of effects on trainees employed as school paraprofessionals. They gained less in skill development than any other employment category. And on several important attitude measures they shifted in the opposite of the expected direction, contrary to the program's effect on trainees in all other employment categories. As compared with their attitudes at the beginning of the program, after the program these trainees were <u>less</u> willing to take action on school issues, <u>less</u> desirous of increased community influence on school decision-making, <u>less</u> confident that the average citizen could influence what

happened in the local schools (though more confident in their own ability to get a principal to change a school policy), and more trusting of school personnel. Whether these reversed effects are to be attributed to the program, to their job experiences, or to the interaction between the two cannot be determined, but this issue warrants continued investigation.

On most of our measures those trainees without experience leading others, without experience as officers of PAs or other community organizations, and with only occasional rather than regular participation in organization meetings and activities gained more than those with high levels of activism and leadership background. This is perfectly reasonable: those trainees began at a lower starting point, had the most to learn, and had less clearcut positions on issues when they entered the program.

PA members gained significantly more in skills than did nonmembers.

On most measures taken during the 15-week training cycle, the below-25 age group showed more impressive gains than any other age group. However, the followup study suggested that these trainees tend not to devote their energies to community education leadership after graduating from the program. Interview responses indicated that these trainees were busy attending school or doing other things that did not bring them into contact with the public schools or with community organizations.

Within the limited program effects on attitudes, men were more affected by the program than women. Both were similarly affected in skills and in leadership behavior.

Differences among trainees by educational attainment presented no clearcut pattern.

Information about differential affects can be used by ELDC developers in determining policy about the optimal mix of trainee characteristics in each training group. Or, it might influence a choice between two equally qualified applicants. Or, it might be used in a description of program effects for potential users of the ELDC package.

Clearly, some experimentation is needed to determine what the optimal mix of trainee characteristics might be: what proportion of a group should have strong leadership backgrounds, what proportion should have school age children, what proportion should be school paraprofessionals or employees of community action organizations, and the like.

ELDC as a Community Intervention Strategy

We have few findings as yet to report on this aspect of the evaluation. We do have some findings on the specific ELDC community impact objective of developing cooperative working relations between black and Puerto Rican residents of the two communities. We can also present evidence of what appears to be the beginning of program impact on at least one aspect of school-community relations.

The staff developed four procedures for increasing cooperation between black and Puerto Rican trainees, and incorporated them into the program: intragroup discussion of the educational and social problems of the other ethnic group; an exchange of trainers to provide a more detailed and personal discussion of racism and formal exposure of each group to a member of the other group; a series of intergroup sessions, both social and formal; and a feedback session where each group met independently to discuss reactions to the joint session and the general problem of interethnic cooperation.

During the initial meetings of the separate groups, a high degree of hostility felt by members of one ethnic group against the other was evident: blacks against Puerto Ricans, Puerto Ricans against blacks. During the intragroup discussion of the problems faced by the other ethnic group, this hostility was expressed openly and freely. Training staff used this time to explain the dysfunctional nature of this prejudice. In the joint sessions, however, there was a great deal of communication among trainees across ethnic lines. During the formal joint meetings, the combined groups reached a consensus about some specific aspects of the educational problems of the community. During the feedback and subsequent sessions of each group again meeting separately, there appeared little change in trainees' personal feelings but a strong change in their willingness to work together to achieve common goals. There developed a degree of mutual respect if not mutual affection. This was clearly evident in connection with the assignment of field work activities: trainees were willing and eager to engage in large scale intergroup field work activities but generally unwilling to form small interethnic teams in order to complete particular field work assignments.

The ELDC objective of improving the cooperation between ethnic groups was realized and the success achieved exceeded the expectation of program developers and field staff. The program objective was successfully achieved in that trainees expressed a willingness to engage in joint action and agree upon a set of priorities. However, the program did not sufficiently provide opportunities to mobilize and operationalize this commitment once it had been so painstakingly developed. The program as developed to this point stops short of carrying through its strategies to

their logical conclusion of community impact. More development along these lines is needed.

Clearly, the beginnings are there. One striking example of this involves a recent, unprecedented, joint agreement between black and Puerto Rican leaders in Williamsburg on filling a vacancy on the community school board. Under pressure from ELDC participants, negotiations are in progress to fill the present vacancy with a Puerto Rican candidate, with the understanding that the next vacancy would be given to a black candidate. Both groups are supporting the candidate they designated for the current vacancy. This is the first time such cooperation has been evident in the community. Previously, the two ethnic groups tended to vie against each other with opposing candidates, and neither was victorious. This success suggests not only that the objective of interethnic cooperation was achieved to a significant degree, but that ELDC impact on community educational affairs is beginning to emerge.

ELDC as a Research and Development Effort

To fairly and adequately assess the ELDC effort to date, it is necessary to distinguish between the program as implemented by the field staff in successive training cycles, and the package the headquarters staff is developing for eventual dissemination. Our data indicate that the program is an exciting success. The package, however, inadequately reflects what occurs in training sessions and seems at this point to be far from the most important element explaining the program's success.

Since the program preceded the curriculum package, and is far better developed than the printed materials, the training cycles cannot be

considered a field test of the curriculum package. During the first cycle of 1971 there can be little question that what was being field tested was an emerging curriculum: the materials themselves were being written and revised during the cycle, with revisions aimed at capturing in print the most successful segments of the emerging curriculum. The second cycle did, for the most part, proceed with a predeveloped package. However, it is not possible from this field test to determine the extent to which program successes or failures were due to what is in the curriculum package, and to what extent the explanation lies in training strategies and procedures not yet part of the written package. The procedural sections of the materials were sketchy enough to permit a range of techniques and training strategies to be used. The trainers were able to draw on a wealth of experiences from two years of participation in the program, and go beyond anything prescribed in the materials. The critical group dynamics skills they employed to make the sessions so exciting are barely hinted at in the materials, and our observational data indicate that different trainers used vastly different strategies for stimulating interaction. The training sessions were structured by an exciting problem-solving approach, with factual information used largely in supportive fashion, as evidence for various positions or as discussion stimulators. The materials, in contrast, are structured by the factual information to be presented, giving the misleading impression that the program is too heavily informational in orientation. Actually, it is the materials that overemphasize factual information, but the training sessions themselves appropriately use information rather than simply convey it.

The gap between program and package makes apparent the limited implications that can be drawn from our findings of ELDC success as a training program. There is little reason to believe that the present package, implemented by another field staff in another location, would closely resemble the program evaluated here, or replicate its successes. A definitive field test of the package will be possible only when it is used elsewhere with a different training staff. The incomplete ELDC package, then, can hardly be said to have had a definitive field test.

ELDC R & D Approach

In contrast to the usual linear R & D sequence -- product development, followed by field tests in the form of programs, and eventual dissemination -- the ELDC approach to program construction was largely cyclical. It involved extensive formative evaluation, field testing, restructuring, and development of wholly new components as elements of a problem were clarified, and as strengths and weaknesses of new ideas and procedures were uncovered.

The cyclical approach seems to have been necessitated by two dimensions of the ELDC venture. First, it was a relatively new kind of undertaking, involving too many unknowns to justify the heavy early investment of resources in package construction required by the traditional approach. Perhaps even more important, the political realities of community intervention strategies required that CUE establish itself in the target communities over a period of time, and be well established before the phase of major field testing and investigation of community impact. If the program were perceived by the community as a short-term, in-and-out kind of

research, in which the community served only as guinea pigs for testing some new social science theories, the likelihood of significant impact on community processes would have been slight. Thus, the establishment of an ongoing program preceded development of any tightly conceptualized, carefully constructed R & D package.

The R & D circle can be conceptualized as connecting three major points: program construction, package development, and investigation of the effectiveness of emerging processes of community intervention. The program's development can be traced as three sweeps around this circle.

It seems relevant here to review this history and consider projected plans as well, so that progress to date is appraised in a long-range context.

In the first sweep around the circle (spring 1969 through fall 1970) the element emphasized was program construction. Limited effort went into package development, and what few materials were drafted were oriented primarily to immediate program needs rather than long-range R & D concerns. Evaluative research was relatively global, concerned to a significant degree with identifying the critical defining characteristics of the program and of the R & D process that was emerging, and appraising the overall effectiveness of the program in achieving its objectives. The primary questions we tried to answer were formative in nature: what are the strengths of the program that can be capitalized on in further development of the program and package? what are the weaknesses that suggest needed rethinking of current program and package components and plans for future development?

In the second sweep around the circle, the current 1970-71 year, emphasis shifted to some extent from program to package. Most development energies were concentrated on the drafting of materials for trainers to ensure program replicability. Evaluation concerns shifted accordingly: while still measuring program effects and trying to refine research questions from the global to more specific levels, major energies were focused on ELDC as an R & D venture and the need to systematize the relationship between program and package.

In the third sweep around the circle in the coming year, the developers will continue to concentrate most of their energies on refining the program and the ELDC package. The evaluators will continue to assess the program's effectiveness in developing leaders. We will also investigate a number of questions about community leadership and the impact of the citizen participation strategy that is central to CUE's total intervention effort. Not the least of the outcomes of this program may be CUE's contribution to an understanding of R & D interventions on complex social problems.

Each sweep around the circle has meant refinement and further development at all three points: program construction, package development, and analysis and testing of new processes and strategies. Had the ELDC program been fully developed as a preconstructed program and package in 1969, it is doubtful that the program's effects would be as strong or that the package components would have been directed to aspects of the program, such as field work, that we have only gradually come to understand.

Given this long-range picture, what progress has been made in the ELDC R & D effort?

R & D Progress: The ELDC Program

First, great progress has been made in the conceptualization and implementation of the program. The ELDC has developed into a strong program with a clear focus, a reasonable scope of informational coverage, and an exciting problem-solving, group-dynamics approach to leadership training. The 1970-71 curriculum represents considerable improvement over earlier versions. Our 1970 evaluation showed that the ELDC did have some definite effects on trainees, but we found the 1970 program too heavily informational in resource allocation and in program thrust and impact. The curriculum tried to cover too broad a range of topics in too brief a time period. The result was superficiality, lack of focus, and an emphasis on conveying information rather than on developing leadership skills and behaviors. Training strategies did include practice of some skills (e.g., engaging in group discussions and role playing), but the program was oriented primarily toward developing informed citizens who knew a great deal about their schools and communities. It was not at that time geared toward development of skillful leaders who could be expected to do a great deal to influence and shape the pattern of school-community relations in their areas.

In the past year, the program has been reconceptualized and reconstructed in accord with evaluation findings about program emphases and impact. The scope of the informational content has been limited and the program has been refocused on leadership. The developers eliminated background units concerned with city government, community agencies, and broad social problems in the local area. They focused the program more clearly on the development of leadership by adding an introductory unit to orient

trainees toward the nature of leadership, styles of leadership, characteristics of effective leaders, and the identification and evaluation of leadership in the local community. And, the program has successfully been focused on educational leadership rather than on more general community leadership on broad social problems.

The handling of field work this year was considerably better than the previous year. It was focused on school-related issues. An effort was made to integrate some of the field work into the training sessions. There were a larger number of activities pursued independently of the training staff. And, there was a decided trend toward more active field work. Trainees did not simply passively observe but spent a good deal of their time interviewing and talking to people.

R & D Progress: The ELDC Package

Some progress has been made on ELDC package development as well. The earliest program materials were inadequate to program needs. They were superficial, unexciting, poorly written, badly translated, and often out-of-date and erroneous. There was also a lack of procedural materials about conduct of training sessions to provide for program replicability in other settings.

1. Trainers' Guides: The developers began to make significant R & D gains when they addressed themselves to the problem of program replicability. They concentrated this past year on production of a two-part trainers' manual. The first part is a brief, general overview, orienting trainers to the objectives of the program as a whole and providing some instruction on the skills and sensitivities needed to adequately provide

this kind of training. It is well written and a good starting point for a package of components for inservice training of a program staff.

The second part of the manual is a detailed topic-by-topic, virtually session-by-session guide to conducting the sessions. Such guides are crucial for program replicability. The full set of guides were drafted and a second set of revised guides were produced during the 1970-71 program year. Each set of guides has produced a clearer picture of the objectives of each session, the information to be conveyed, and the procedures to be used.

Still, the package is far from adequate. Future users of the ELDC products will have only the contents of the kit to guide them, and not all the information, procedures, and strategies that the field staff carry around in their heads as a result of two years of experience in the program. The guides do not now convey the problem-solving approach that structures the sessions or the group dynamics skills needed to mold 25 individuals into an action-oriented group. They fail to capture to any significant degree what makes the program so exciting in operation. What has been written needs revision. And the elements of the package not yet produced are in our judgment the most important components of the package now projected.

At the very least, the trainers' guides need one more cycle of revision. The quality of the guides now is uneven: several are exceptionally lucid and well organized and present the trainer with a reasonably clear picture of how the session should proceed, what he needs to know, and what he should do to prepare himself for the session. Others, however, are too sketchy to be useful.

In considering some of the topics that need more than minor redrafting, the developers will also, in our judgment, have to rethink some of the priorities inherent in space and time allotments for different subjects in the program. Given the considerable amount of information the program tries to present, and the program's other objectives, the allotment of approximately one-fourth of the "topics" to Unit II seems questionable. This unit focuses on blacks and Puerto Ricans as ethnic groups, their histories and cultures, their perceptions of themselves and each other and their treatment by the majority white society, and the educational problems of each group. The promotion of interethnic cooperation is an important objective of the program, but as currently written this unit represents the weakest part of the package and is only loosely related to the rest of the program. For other communities interested in using the ELDC materials, this unit may not be of particular interest: they may be ethnically homogenous.

Another imbalance seems to be the relative amounts of time devoted to Units III and IV. If the trainees are to have any leverage at all as community education leaders, it is likely to be at the level of the local school (Unit III) rather than at the city, state, and federal levels (Unit IV). Yet three topics are devoted to the local school while five are devoted to higher levels. As a result, the trainees are given intricate details about capital budgets, expense budgets, etc. and sophisticated fine points about Title I, while crucial topics of everyday concern to parents are touched over lightly or omitted altogether. Topics such as tracking are not even mentioned in the curriculum, despite their tremendous importance on the local school level. Nor are the various kinds of

special programs discussed -- special reading programs; innovations in school organization such as the "open classroom"; or Title I and Title III funded programs; etc. How to interpret quantitative data about each school, so as to evaluate school effectiveness, is hardly touched. Personnel policies are barely mentioned.

We do not mean to suggest even more of an information overload for the program. We simply want to make the point that excessive detail seems to be included for less important topics, while vitally important topics are skimmed over or ignored. Two skills crucial to the program's objectives are given very minimal attention in the training sessions -- evaluating school effectiveness and organizing community people for action. Perhaps this underemphasis can be balanced out in the field work, but this has not been evident in the field work now included in the curriculum.

2. Medial Components: The trainers' guides themselves need to be expanded for greater clarity. As they now stand, the training strategies are inadequately described for implementation by someone not already familiar with the program in operation. In addition, rationales for particular strategies and procedures need to be elaborated; and the same is needed regarding the limitations of particular strategies and the relative degrees of success of different strategies in groups varying in composition and community setting. Non-knowledge objectives that are clearly implied in the training strategies and content of individual sessions need to be included in the statements of topic-by-topic objectives. Most of this expansion need not be done in print: the most effective form to present this information may well be carefully edited taped discussions among the training staff about what they did, why, and how, with what results,

perhaps interspersed between taped segments of training sessions and field work activites.

An extensive amount of media work would seem to be essential for this effort to have a tangible product equal to the developers' program, or at the very least a product that permits the success of the program to be replicated. The curriculum of the ELDC consists of all the learning experiences provided in the training sessions and the field work. It includes the use of printed materials but is not heavily print-oriented. The excitement of the program is derived from the dynamic interaction of people, ideas, materials, and situations which themselves involve interaction of other people, institutions, and circumstances. Such experiences are difficult to capture adequately in print. Work on media components better suited to depicting experiences and demonstrating training procedures, however, has barely begun.

In addition to this extensive amount of media work, the developers will have to produce in the coming year two major components of the ELDC kit that have only a minimal base of work to build on. Still to be developed are a set of trainees materials related directly to training session content and activities, and a field work package with elements designed for trainees and for the training staff.

3. Trainees' Materials: Our analyses of program strengths and weaknesses suggest that the following elements are needed for the trainees' training session materials:

1. condensed reading expressing important ideas, definitions, and background information in words and phrasing the trainees can handle with great ease;

2. samples of the various kinds of information available for assessing problem areas and evaluating school effectiveness, with illustrations of how to gather, interpret, and use such information; and

3. sample problems (in print and/or on video or audio tape) that trainees can work on voluntarily, at their leisure, to practice skills and test understanding.

4. Field-Work-Skill-Development Components: Our evaluation findings also underscore the critical importance of the field work package components. One of the major findings of our 1969-70 ELDC evaluation was that the program's effects were strongest in areas related to the trainees' field work, despite the fact that the field work has consistently been an ill-defined, unsystematic, somewhat haphazard and casual appendage to the program.

Our major criticisms of the ELDC over the past two years have focused on three problems that can be remedied by development of carefully constructed field work-skill-development sequences. We have argued that: (1) the printed curriculum is structured by the information to be presented, while the program's main objectives call for a more skill- or task-oriented structure; (2) the program needs to be more individualized to suit the trainees' varied levels of skills and leadership potential when they enter the program; and (3) the program is not sufficiently focused on requiring and assisting trainees to (a) demonstrate leadership that will (b) produce community impact.

The field work has improved to a considerable degree over the past year but it is still poorly conceptualized and too casually handled. Field work still serves a supplemental function. It is assigned in order to strengthen understanding, deepen awareness, or provide practice for

something presented in a training session, but it is not directed at meeting critical needs that can be met in no other way. It is not designed to move a trainee from a clearly defined leadership potential level to a higher level, or to move community processes from a carefully analyzed level of development to a more advanced level. It is not at all clear that the field work activities pursued by trainees are related to their individual skill development needs: some trainees are engaging in activities they have pursued many times before they entered the program. There are clear beginnings of group activities employing group pressures, but most of the activities involve the trainees as individuals. There is definite progress toward a goal of trainee field work aimed at exerting influence on school officials and community leaders, but still the influence attempts are made primarily as interested individuals rather than as leaders. Considerable improvement in field work is evident in the effort to make field work more active. The trainees do not simply attend meetings of school Parent Associations, community school boards, community organizations, and the City Board of Education, but actively speak up at these meetings, take positions, and present demands. Still, the most frequently pursued activities -- visiting schools, attending meetings, interviewing people, and doing research on a problem -- are relatively passive when measured against the criterion of demonstrated leadership in promoting group action to remedy school-community problems.

R & D Progress: Field Tests

In terms of knowledge gained from field tests, R & D progress has been far too slow, largely, it appears, because the training cycles were

never fully conceptualized or structured as field tests. Training cycles, if they are to function as field tests, should be planned as a sequential progression, aimed at investigating a predetermined set of questions: Which strategies work best, with which kinds of trainees, under what conditions? What is the optimal mix of trainee characteristics for each training group, to bring about the greatest long-range community impact? What leadership characteristics, styles, and strategies are most effective for community education leaders in different kinds of communities, and how may the program be structured so that it can flexibly adapt to the needs of different communities?

The formation of four training groups per cycle should have made it possible for us to examine questions of this kind under controlled conditions. However, procedures used in recruitment and selection of trainees tended to be either haphazard, as happened when trainers were forced to find 25 trainees in a hurry, or political, oriented toward satisfying diverse community interests. The developers' plans for selection in accord with a research design they formulated themselves were sacrificed to the pressure to start new cycles. Lacking was a lengthy period of careful recruitment, careful elimination of selection criteria, and experimentation with different mixes of trainee characteristics and different kinds of matches of staff and trainee characteristics.

For a variety of reasons, both the 1969-70 and 1970-71 program years have been plagued by a similar pattern that made impossible the pursuit of a sequential progression of field test questions. Each year there have been long delays in beginning the first cycle of each program year; followed by last minute recruitment of trainees; drafting materials while the

program was under way (with inadequate staff resources to meet both curriculum-writing and program-operation functions); and beginning a new cycle before the first cycle of the year was over, much less fully evaluated.

Hopeful signs of change are beginning to appear now. A planned October cycle was postponed until January in response to the strong recommendation of the evaluators that (1) additional package components be developed first and then tested in these cycles, and that (2) lead time was needed to agree on questions to be investigated in the coming cycles and procedures to be employed to permit the field tests to proceed under reasonably controlled conditions.

The developers had begun thinking along these lines even before our recommendations were made. They planned to experiment with two changes in program operation in the coming cycles. Instead of grouping the trainees in separate Spanish-speaking and English-speaking training groups, the developers made plans to mix participants from different language and ethnic backgrounds together in the same training groups. This would permit us to test the effects of this grouping procedure on both the quantity and quality of learning, and on the promotion of interethnic cooperation on the individual and community levels.

A second contemplated experiment would eliminate, or substantially reduce, the $27 a week stipend paid to trainees, to determine what, if any, effects this might have. If the lead-time planning period is successful in structuring the 1972 cycles as field tests, we should be able to report considerable R & D progress by fall 1972.

CONCLUSIONS

Whether the cyclical R & D approach employed in this effort has significant long-run payoff should be evident a year from now. We can judge the approach productive if (1) ELDC package components are successfully produced to capitalize on existing program strengths, and if (2) evidence clearly supports significant community impact and suggests that the establishment of program visibility over time was an important precondition for this impact.

Our evidence clearly supports the conclusion that the ELDC is highly successful as a training program, and suggests the beginnings of ELDC impact as an intervention strategy for community development. As an R & D effort, progress had been only moderate to date but significant improvements have been made in both the program and the package. We have reason to expect the pace of R & D progress to increase greatly over the coming year. The ELDC development staff have enthusiastically accepted the R & D oriented recommendations we have made over the past year. Implementation of most of these recommendations is little beyond the planning stage, but we do expect to see progress made this year on all the package components we have been discussing with the ELDC developers:

1. suggested revisions in trainers' guides;
2. taping of training session segments to illustrate strategies and procedures; and
3. development of trainees' materials.

The developers have already made considerable progress since October 1st on a package component we strongly recommended to the developers -- i.e., taped discussions among trainers, discussing in great detail the procedures and strategies used in the training.

The 1972 training cycles must be structured as field tests of predeveloped materials, and R & D questions need to be tested under controlled conditions. Only after these tests are completed can a fair assessment be made of the ELDC as an R & D enterprise. Given the ambitious development objectives for the coming year, we strongly recommend that the ELDC be given the extensive staff resources required.

The ELDC R & D effort is attempting a terribly complex task. Intervention strategies of any kind face enormous difficulties in trying to produce significant changes in individual people, much less institutions or whole communities. The ELDC is tackling the compounded difficulties of trying to promote change on all three levels. We have tried to evaluate the progress made to date with due regard for the complexity of the undertaking.

EVALUATION OF THE

1970-71 PARENT PARTICIPATION WORKSHOP PROGRAM

CENTER FOR URBAN EDUCATION
Evaluation and Research Division

PROGRAM DESCRIPTION AND STATEMENT OF GOALS

The underlying philosophy of the Parent Participation Workshop Program (PPWP) is the belief that parents can and should take a more active role in their child's education, both at home and in relation to school, and that more effective parental involvement should ultimately be reflected in the child's educational attainments. Building on experiences gained the prior year, the 1970-71 PPWP was designed for parents of fifth-grade children attending selected public schools in District 7 in the South Bronx and District 14 in the Williamsburg section of Brooklyn. The major program goals were:

1. To increase parents' understanding of their unique role in their child's education and of how that role differs from the school's; and to help parents strengthen the home as an environment for learning.

2. To increase parents' understanding of the role of the school and of what takes place in school; and to help parents develop problem-solving techniques and skills for working constructively and cooperatively with school personnel to improve their child's education.

To meet these objectives, the developers designed training and curricular materials and an innovative program format. The program was in two phases: leader training and parent workshops.

The initial training for leaders, who were themselves parents of children in the specified schools, consisted of 12 two-hour sessions, scheduled three times a week. Training began in the Bronx in December 1970, and in April 1971 in Brooklyn. During the course of the workshops, which started immediately after the initial training, the leaders continued to meet in weekly review-training sessions. Unlike last year when consultants were used extensively, all training was conducted by Center

for Urban Education staff developers at the Community Learning Centers. A Discussion Leader Handbook and Discussion Guides were used. Leaders were paid for attending each training session and for conducting the workshop meetings.

The workshop sessions were held during school hours in the individual schools. The program plans specified a series of 30 two-hour workshops for the Bronx schools, with a shorter series scheduled for Brooklyn. Basic to the workshop phase of the PPWP was the Parent Manual, a set of readings and assignments covering a broad range of topics and incorporating a variety of activities for the parent participants.

EVALUATION PROCEDURES AND INSTRUMENTS

This report covers the period from the beginning of December 1970 through the end of the workshop sessions in late June 1971. In assessing the effectiveness of the materials (notably the Discussion Guides and the Parent Manual) and the workshop format for meeting the program objectives, we closely monitored the field demonstration and collected pre- and post-program measures on participants' knowledges, attitudes, and behaviors. The evaluation design enabled us to compare workshop groups, as well as last year's and this year's program, the Bronx with Brooklyn, and the Spanish-speaking with the English-speaking parents.

Observations of Training Sessions for Group Leaders

An evaluation staff member observed all preworkshop leader training sessions, and approximately half the weekly review-training sessions. We amassed information describing the trainers' techniques, the use of materials, and the participation and interactions among the leaders and

between them and the trainer. Since the program was undergoing successive development, we were also alert to problems and issues not anticipated in the materials.

Observations of Parent Workshop Sessions

Evaluators observed more than 30 individual workshop sessions, approximately 15 percent of the total number of meetings. The observations were recorded in narrative form and included information about the participants' use of materials, the interactions and concerns of the participants, and leaders' skills -- particularly in coping with issues not on the agenda, unexpected visitors, and other unusual circumstances including instances of nondelivery of program materials.

Workshop Evaluation Report

The evaluators and developers constructed a Workshop Evaluation Report for the leaders to complete following the workshop sessions. After an initial tryout in the Bronx, we redesigned the instrument to encourage more systematic recording and more critical appraisals of events. The revised Workshop Evaluation Report was used consistently by most Brooklyn leaders, and did provide a record of what happened in each session together with their reactions.

Pretest and Posttest Questionnaire

The Background Questionnaire (pretest) in Spanish and English was administered to the parent participants at their fourth workshop session. With some modifications, it was used as a posttest at the next-to-last session. Fifty parent participants in the four Bronx workshops took the

pretest, and approximately 19 weeks later, 28 parents took the posttest; 24 of these took both the pretest and posttest. (One Bronx workshop did not administer the posttest as scheduled.) In Brooklyn, 39 parents in the five workshops took the pretest; 30 took the posttest approximately eight weeks later, and 29 of these took both.

This instrument was similar to that used last year. We included background questions and assessed participants' attitudes toward education, school curricula, child-rearing, and other topics in the Parent Manual. We were also interested in what parents expected to learn, and at the end of the program we asked what they thought were the most important things they learned.

Informational Test of Materials

A short true-false test was developed in English and Spanish to gauge participants' familiarity with the content of one major section of the Parent Manual. It was administered to 48 Bronx parents and four pairs of leaders at the tenth workshop meeting.

Interviews with Parent Participants

During the last two weeks the program's operation we interviewed 34 parent participants using English- and Spanish-speaking interviewers. From those participants who attended workshops on a regular basis, we selected a sample of English-speaking and Spanish-speaking parents, and parents of children in the Center for Urban Education's SPUR program.

The interview elicited reactions to workshop organization, bilingual sessions, and to the different activities and topics in the Manual. In a

final section, we asked participants about changes in behavior. We paid the interviewees at the same hourly rate they received for attending a workshop session.

In the following section we will identify the source of the data only in those instances where it may not be obvious. Moreover, unless there are important language or workshop differences, we will present overall results, retaining, however, the Bronx-Brooklyn comparison since the program differed considerably in the two areas.

IMPLEMENTATION AND FINDINGS

Host Schools and Workshop Facilities

The PPWP was implemented in nine schools, four in the Bronx (CX, DX, EX, HX) and five in Brooklyn (AK, BK, FK, GK, IK).* A series of personal problems prevented the original and substitute leaders for the tenth (Bronx) school from attending training sessions. With the exception of three Bronx schools that hosted the PPWP last year, the other schools were new to the program. Seven of the schools also participated in the Community-School Relations Workshop program, and seven also took part in SPUR. All nine schools were Special Service schools composed largely of black and Puerto Rican pupils; one school had an integrated pupil population. The average reading achievement scores for fifth grade pupils ranged from at or above grade level to two years below grade level.

All workshops needed space in the host school to store materials, to hold meetings, and most workshops needed a room for the babysitter and

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*Workshops will be referred to by their letter abbreviations only.

participants' young children. The meetings were held in a variety of places -- the Parents' Room, the cafeteria, portable and regular classrooms, and, at times, the library, gymnasium, and auditorium. Leaders spent a great deal of time making arrangements for rooms and resolving conflicts when the PPWP used the Parents' Room, traditionally used by school-sponsored parent involvement programs.

Description of Program Participants

Leaders. Each school principal and Parent Association (PA) was to select a discussion leader (DL) and assistant discussion leader (ADL) fluent in English. If the ethnic distribution in the school warranted it, one member of each pair was to be fluent in Spanish. Leaders were to have a child in the school, demonstrated organizational ability, and interest, commitment, and some involvement in school affairs. Nine pairs of female leaders were trained. In general, the selection criteria were met although, as individuals, the leaders varied in experience, ability, and style.

The median educational level was eleventh grade; four leaders were high school graduates and one of these had a BA degree. Another leader had attended community college for one semester. In contrast, one ADL was illiterate. The seven black leaders (who spent most of their lives until the age of 16 in the South) and the two white leaders (who grew up in or around New York City) spoke only English. The other leaders were all of Spanish descent and almost all grew up in Puerto Rico. Most of the Spanish leaders were bilingual, with half reporting that mainly Spanish was spoken at home; the others reported a combination of Spanish and English,

and indicated a preference for Spanish by taking the pretest in that language. At least one of each pair of Bronx leaders was fluent in Spanish, but this was not so in Brooklyn. The lack of a Spanish-speaking leader was a serious problem in workshop BK which had a preponderance of Spanish-speaking parent participants.

As a group, the leaders were active in school and community affairs. Several Bronx leaders participated in last year's PPWP, either as leaders or as parent participants. Two Brooklyn leaders were trainees this year in CUE's Educational Leadership Development program. Ten leaders had taken part in another parent involvement program, and all but one leader (a very recent arrival to the city) belonged to the PA. Further, 17 of the 18 leaders belonged to at least one other neighborhood political or social organization, and nine were officers.

From the participants' viewpoint, the most important criterion was that the leaders have a child in the host school. Thirty-one of the 34 interviewees thought it was important for the DL to be a parent of a child in the school; and all preferred a parent-leader when contrasted with a teacher-leader; invariably, they reasoned, the parent-leader with a child in the school had interests in common with them, familiarity with their problems, and such a leader would not inhibit discussions because of a need to defend a progessional position. These perceptions were consistent for all workshops whether or not the DL was ethnically the same as or different from the majority of workshop parents.

Parent Participants. Each DL was to recruit 15 parents, giving preference to those with a fifth grade child and with younger children. The participants were to represent the economic and ethnic distribution of

pupils in the school, and DLs were to stress the recruitment of the less active parent. To recruit parents, DLs drafted fliers, prepared posters, and held a general introductory meeting in the school; some asked teachers to recommend parents, and others contacted parents they knew personally.

Although the recruitment drive was better organized than last year's, the goal of 15 participants per workshop was generally not met. Most workshops had between 11 and 14 participants with two having 15 and 7. A total of 76 parents attended at least one session of the four Bronx workshops, but only 50 of these can be defined as having attended regularly (i.e., having registered before the mid-point of the program and attending without three consecutive absences). Sixty of the 69 persons attending at least one Brooklyn workshop session were regular attenders. There were three male participants.

The workshops consisted of both English-speaking (mainly black) and Spanish-speaking participants in varying ratios: GK was composed of a predominance of white parents, IK was predominantly black, and DX and FK were all Spanish. The groups also varied in source of income and educational level and differed from last year's participants. Overall this year, 35 percent of the Bronx respondents and 19 percent of the Brooklyn respondents did not go farther in school than the eighth grade as compared with 40 percent of last year's respondents. Perhaps reflecting the state of the national economy, fewer of this year's parents (41 percent of the Bronx and 52 percent of the Brooklyn respondents) derived their income from wages or salaries, and a larger proportion were receiving some kind of public assistance; last year, 63 percent of the pretest respondents reported wages or salaries as the major source of income. This year's

parents tended to be more active in school and community affairs than last year's, although in general they were not as active as the leaders. At the start of the program, approximately 75 percent of the tested parents reported belonging to and attending meetings of one club or organization, usually the PA; the Bronx parents tended to be somewhat more involved than the Brooklyn parents.

Leader Training

The preworkshop training was designed to acquaint leaders with workshop organization and management and leadership techniques. The time was divided among discussions of organizational matters (including recruitment, attendance, and scheduling), routine administrative questions (supplies and materials, refreshments, and payroll records and other forms), and substantive leadership issues (how to lead a discussion, bilingual sessions, and problem-solving techniques). A large part of all sessions was devoted to relating personal experiences, but in Brooklyn where the program started later, the trainer stressed using these to stimulate and involve parents. Since the Brooklyn leaders benefitted from the proceedings in the Bronx, their training emphasized techniques of leadership, using materials developed in the Educational Leadership Development program. Despite these and other minor differences in the training of Bronx and Brooklyn leaders, the preworkshop training was essentially similar for both groups.

In the review-training sessions, the leaders were presented with the workshop content materials, often for the first time. In their workshops the Bronx DLs were to cover all the parent materials and in the same order

in which these were discussed in the review sessions. For the Brooklyn leaders, the materials were introduced in a new order and although some topics were mandatory, they were encouraged to select other topics in relation to the needs of their own group. The trainers urged all leaders to apply problem-solving techniques to school problems of concern to their participants. Leaders received Discussion Guides (similar to teachers' guides) paralleling the Parent Manual and including the objectives, materials, and strategies for the topic, as well as activities and assignments for the parent participants.

In their workshops the leaders relied heavily on their training experiences, and modeled their own behavior after the trainer's. They followed the materials closely and all tried to cover all the materials. This was best illustrated by the fact that the Brooklyn leaders, although invited to be selective, to cover as many topics in their 20 workshop sessions as the Bronx leaders completed in 30.

The leaders thought highly of the training and rated themselves "very able" as a result. The observers noted differences among leaders but the parents did not react negatively to leaders we rated as incompetent, authoritarian, rude, or sarcastic. In general, parent participants tended to be satisfied with the leaders with the exception of one who they rated as being both disinterested and incompetent. These data suggest that parents' impressions of leaders' interest and concern may contribute more to perceived leader effectiveness than ratings of ability.

Since it seems unlikely that leaders can be trained as experts in the wide range of workshop topics, the training should emphasize problem-solving and discussion-leading skills to a greater extent than was true this

year. To begin with, the initial training could be better integrated with the workshop content by using, for example, the topics in the Parent Manual as the basis for discussions of problem-solving rather than using problems culled from the newspapers. To further facilitate practice, especially practice in discussion-leading skills, after the orientation the DLs might take turns in leading training sessions themselves.

This year much of the developers' monitoring of workshops went toward obtaining information necessary for materials revision and little attention was paid to modifying the behavior of individual leaders. The need for devising an independent system whereby leaders' behavior can be modified becomes increasingly important as CUE's relationship to the PPWP diminishes and as the PPWP becomes self-perpetuating. If the appropriate atmosphere can be established, the group of leaders could be encouraged to react critically to one another and to provide each other with corrective, concrete feedback during their training.

In the training, as in the management of their workshops, leaders devoted much time and effort to routine administrative problems. Last year a similar but more drastic situation obtained, and in response to it the developers added an ADL to this year's program specifications in the hope of reducing the burdens on the DL. There was, however, little division of responsibility between them. Thus, the provision of the ADL did not have the intended effect, although the ADLs did perform a variety of tasks ranging from housekeeping chores to leading discussions. In many instances the ADL acted as the translator, which further detracted from her availability as assistant. The usefulness of the ADL might be increased by establishing a set of discrete responsibilities.

DLs also spent much time trying to resolve PPWP-host school liaison problem situations. Prior to the installation of the PPWP, host schools should be made aware of and obligated to fulfill some responsibilities. The schools could, for example, provide some services including a regular meeting room, refreshments, a place for the babysitter, and perhaps the babysitter as well. The developers might also consider having the school assign a person to serve in a resource-liaison capacity.

The Parent Workshops

Despite the fact that the Parent Manual determined, in large part, the workshops' content and activities, each workshop group engaged in different concerns as well, and stressed varying interests. In reading the following section, the reader should keep in mind that we are describing common patterns and general strengths and weaknesses.

Scheduling. Starting in January 1971, the Bronx workshops met once a week, but to complete the 30 sessions by the end of June, two meetings a week were arranged. The Brooklyn workshop series, from April to June, was expanded from 15 to 20 sessions. Participants met twice a week. Most participants found the two-hour meeting ending when the children got out of school, "just right."

Attendance at workshops was generally high, but irregular, and it was somewhat better in Brooklyn; this may have been due to differences in the participants, or in the season (less illness in the spring), or to the compressed scheduling. The interviewees tended to agree that meeting twice a week insured better carry-over from one session to the next and less wasted time. In general, the Bronx participants were satisfied with 30 meetings,

while the Brooklyn interviewees did not feel 20 sessions were sufficient. From our observations and estimates, a series of 25 sessions seems realistic. However, the interviewees wanted the workshops to start earlier in the school year.

Child care services. This year, a greater effort was made to inform applicants that babysitting services would be available for young children. A sitter was available to the workshops that required one; only in AK was there a problem, other than space, with a sitter. The number of children present at any one time varied by workshop and by session; sometimes there were no children, and at other times there were as many as ten. Approximately one-third of the interviewees said they used the sitter regularly and would not have been able to attend had no sitter been provided.

Visitors and consultants. This year's program did not emphasize outside speakers, although most DLs did invite people, usually school personnel, to come in and talk with the participants. In addition, most workshops had a constant flow of other interested visitors.

There are some indications that principals' visits were viewed as especially important. The pattern of such visits differed: in some schools the principal came on invitation; in other schools he visited informally to confer with the DL or to enlist parents for some school project; the leaders of two groups did not report any visits from the principal. One interviewee said that she felt important because the principal took time out to meet with the parents. This sentiment was echoed by several other participants who indicated that as a result of the contacts with school personnel they felt they knew the staff and would find it easier to

approach them. In view of the mutual enthusiasm generated, the developers might consider incorporating such visits in future program plans.

Parent participation. In general, participation was good. Some DLs were, of course, more skilled than others at involving the participants and stimulating discussions. Although the observer noted that certain individuals spoke more than others, the interviewees felt that no one person dominated the discussions and that anyone who wanted to got an opportunity to speak. This perception may not be entirely accurate: 64 percent of the posttest respondents indicated that they felt free to participate "most of the time," 24 percent indicated they felt free "some of the time," and 12 percent felt free to participate "very little of the time." There were significant differences between the English-speaking and Spanish-speaking; approximately 90 percent of the English-speaking, as compared with 33 percent of the Spanish-speaking parents, felt free to participate all the time.

Bilingual workshops. Workshops FK and DX were conducted entirely in Spanish; GK was conducted in English. All other workshops attempted bilingual sessions. Three workshops had a predominance of English-speaking parents, while in the remaining three, Spanish-speaking participants were in the majority.

One of the most frequently heard comments, voiced by DLs, noted by observers, and referred to by the interviewees, was their belief that many of the Spanish-speaking participants could speak English, but out of shyness and fear of making mistakes would not. As the workshops progressed we noted an increase in the frequency and ease with which Spanish participants spoke English. For example, at first most Spanish-speaking parents

were reluctant to read aloud, and by the end of the workshops, not only were they willing to read in Spanish, but when Spanish versions of the materials were not available they read aloud in English. Further, the Spanish-speaking parents began to help the translator, and in some instances translated themselves. One interviewee, who we thought spoke only Spanish, consented to be interviewed in English. Thus, even though the PPWP did not deal directly with the expressed desire of most Spanish-speaking parents to learn English, it did have an impact on those who knew some English but who lacked the confidence or opportunity to practice it.

Considering only the technical aspects, the evaluators do not feel bilingual sessions progressed well, although there was some improvement over time. The translator did too much editing, translating tended to be in one direction only, and much was lost in the translations. More often than not, there would be no translation; a good many side conversations among small groups of parents resulted from insufficient translations, and since the DLs did not understand the cause of these conversations, they tended to get very annoyed. Nonetheless, only a few interviewees would have preferred sessions in one language. Several parents earnestly believed, "being that neighborhoods are integrated, it would be selfish to have meetings in just one language."

All leaders need to understand the advantages and disadvantages of bilingual workshops. Every effort should be made to insure that the leaders speak the language of the participants and the developers need to consider additional and more extensive training, perhaps conducted separately, for the leaders of bilingual groups. Translating is a complex skill, and

if done poorly could alienate participants; the fact that this did not happen is a tribute to the leaders and participants.

Workshop activities. A typical workshop proceeded as follows: The DL asked for a summary of the prior session. After a parent summarized what was discussed last time, a volunteer began to read aloud from the Parent Manual. This was followed by a brief discussion stimulated by the DL's questions or requests for opinions; important words, ideas, or factual information were written on the board and the parents took notes. Then another volunteer read aloud. Sections of the manual contained playlets (scenes) which the participants acted out. Discussion followed, someone else read, and so on. There was much sharing of personal experiences and stories about children. Most leaders attempted to limit these discussions, especially if it wandered afield. The observer noted that DLs frequently sacrificed in-depth coverage in order to complete a section of the materials.

Participants were asked to select the two program activities they liked best. Many said they liked them all and several liked the variety. There were some differences between the Spanish-speaking and English-speaking respondents, but overall, in decreasing order of frequency of mention, the activities liked best were: talking about their own children and personal experiences (58 mentions); reading aloud from the Parent Manual (35); reading the manual for homework (23); visiting the classrooms (21); outside speakers (19); writing on the board and taking notes (6); and playing the scenes (4).

The fact that participants liked talking about their own children is no surprise. What is surprising is the participants' great liking for

reading the manual aloud and reading it for homework. Several interviewees explained that homework filled a void of time, and represented a form of entertainment. Others indicated that homework made them feel important since the entire family would come in to find out what the mother was doing.

In addition to the suggested materials, many workshops developed broader involvements. Several went on field trips (to the park, to a narcotics resource center) and organized comparison shopping expeditions. One workshop arranged a meeting with fifth grade teachers to discuss the kind of parent cooperation and involvement teachers expected. Parents in another group helped with the school book fair and wrote letters to the State Department of Education protesting school budget cuts. One workshop, preparing to meet in the fall to improve the school lunch program, secured the lunch menus and began working on them. These activities suggest that the workshop approach has potential, not only for involving parents in the education of their own child, but for actively involving them in more general problems.

The Parent Manual

The topics in the manual included: nutrition, health habits; the school health service; childhood diseases; safety and accident prevention; drugs; the characteristics of middle childhood (e.g., physical skills, hero worship, sibling relationships, curiosity and hobbies); a child's needs as a student at home (motivation, learning styles, environments for learning); the aims of education; the school; parent-teacher conferences; homework; the fifth-grade curriculum; language arts; reading and writing; and the library. The order of presentation in the Bronx followed the

listed order. In Brooklyn, DLs were to start with the child's needs and the characteristics of middle childhood, and the aims of education before continuing with the materials related to the school's functions, organizations, and curriculum. In general, all leaders presented the topics to parents in the same order in which the topics were introduced in the review-training sessions.

The available evidence indicates that participants read the manual and learned from it. All Bronx parents scored highly on the information test of content; common "errors" were in questions dealing with attitudes toward child behavior. For example, despite what the manual implied, respondents still felt that "childhood is always a happy time of life" and that it was "good to always correct children so that they won't make mistakes." Most interviewees did not think the manual was difficult or confusing, although a few said some of the technical words were too hard.

Interviewees and posttest respondents were asked about the three most important or useful workshop topics. Although they tended to say that everything was equally important, Spanish-English and workshop differences were evident. For example, 30 percent of the Spanish-speaking as compared with 8 percent of the English-speaking parents felt that everything was useful to them. Overall, drugs received 31 mentions as the most important topic; this was followed by, in decreasing frequency of mention, what is your child's school (23); personal experiences about children (12); nutrition (12); child's needs as a student at home (12); parent-teacher conferences (12); the fifth grade curriculum (11); health habits, the school health service, and childhood diseases (10); reading and writing (10); aims of education (9); characteristics of middle childhood (9); homework

(8); library (5); and language arts (4). No other topics were mentioned by more than one respondent. When pressed, one or two parents mentioned the following as "not as important:" home safety, physical skills, diseases, planning of a birthday party, school lunches, and homework. Nutrition was unimportant for six respondents. The reasons given for these choices included "already knowing about this topic," "it was not explained well," and "greater interest in something else."

All participants liked having a manual of their own, and wanted more activities and assignments at home. All but six interviewees thought they would like a single bilingual copy, in English and Spanish on facing pages. The interviewees were divided as to whether they would prefer the manual all at once (as it was distributed in Brooklyn) or week by week (as it was distributed in the Bronx). To relieve leaders from the task of distributing materials, however, a complete manual should be distributed, leaving participants the option of whether to read in advance.

On the basis of the evidence, there needs to be some further revision of the materials with a change in the format of the manual so that the final version is more like a workbook, with blank spaces for notes and assignments, bound in loose leaf style with a more durable cover. Preferably, this should be disseminated in a single bilingual edition, or closely corresponding separate versions. In terms of content, the order field tested in Brooklyn shows greater promise. After an introductory section, additional emphasis should be given to activities that have, as their major objective, the goal of expanding the meaning of education and learning. The sections on the optimal and non-optimal conditions for learning could

also be highlighted. Participants could then better appreciate that learning is continuous and can take place in the home and in the community as well as in the school. Moreover, an increased understanding of how learning takes place would provide the participants with a yardstick against which to assess the school as a learning environment.

The parents loved the manual. Almost every participant said they would save it and use it for future reference, and the most enamored indicated they would read it again and again. In an excess of enthusiasm, one parent called it her bible. More than 80 percent of the interviewees reported they shared the manual with neighbors, family, and friends who thought the manual was wonderful; some wanted to take part in the program and have a copy of their own; one daughter used some of the information to get a job.

CHANGES IN PARENT PARTICIPANTS

Unless otherwise noted, the following comparisons are based on the responses of parent participants who took both the pretest and the posttest. More dramatic changes occurred in the Bronx. In general, similar trends were noted in Brooklyn, although not as pronounced. We are not certain how to account for this, but some alternative considerations include the initial differences between participants, the length of the cycles and the interval between test administrations, and the differing experiences with principals and teachers.

The child as a learner. The test data indicate that at the time of the posttest, participants displayed increased awareness of the self-initiated aspects of learning and of how this can be facilitated. For

example, we asked participants whether "children have to be made to learn"; initially 83 percent of the Bronx respondents agreed, and at the posttest only 50 percent of these were in agreement. The results for the Brooklyn parents were in the same direction. In response to the statement, "children should be allowed to figure things out for themselves even if it takes them a long time," there was an increase in the Bronx from 70 to 80 percent strongly agreeing. For the Brooklyn respondents, the increase from pre- to posttest was from 41 to 62 percent. Attitudes toward motivation were also sampled: 52 percent of the Bronx and 61 percent of the Brooklyn respondents agreed initially that "a child needs to be praised frequently"; at the posttest, the percentage agreeing increased to 62 and 66 percent, respectively. Further, there was a decrease in parents strongly agreeing that "a child learns just as well from criticism as from praise" -- the decrease was from 25 to 17 percent in the Bronx, and from 34 to 21 percent in Brooklyn.

Parents' views toward their own role in the learning process also underwent some modification, as illustrated by the following: although most parents agreed that "everything a parent does sets an example for the child," at the posttest there was an increase in agreement -- from 88 to 96 percent in the Bronx and from 86 to 97 percent in Brooklyn.

These changes do not begin to attest to the attitudes expressed by the participants directly. Almost every posttest respondent and interviewee said she related better to her own children. One interviewee reported, "I talk to my children more politely now, and they act better at home and at school." Several said they used less force and physical punishment; instead, they "entice" children, "praise" them, or punish

them by depriving them of things they enjoy. One parent reported that her child told her "to go back to the old way of hitting me -- it's over faster." Other participants have begun to pay more attention to their children; almost every interviewee said something about "listening more" or "talking together more." One mother said, "now I'm not too busy to talk to them. Housework can wait, it will always be there." Several parents indicated that they have given their children more responsibility -- have now sent them shopping alone, for example -- and feel more confident of the child's ability to accept greater independence and to make decisions on his own.

The school. At the end of the PPWP parents exhibited increased trust and confidence in the school staff. Several interviewees said that they "understand teachers better," and one parent told us that she will no longer automatically take the side of her child in a dispute with the teacher. Similar attitudes were evident in the test findings.

The percentage of respondents agreeing with the statement that "most of the time principals and teachers do the right thing" increased; at the start of the program 50 percent of the Bronx parents and 83 percent of the Brooklyn parents were in agreement, and at the posttest, 78 percent of the Bronx and 86 percent of the Brooklyn respondents agreed. This feeling of greater confidence, and an indication that participants may view the school as more open is further supported by the results from three additional questions. For both Brooklyn and the Bronx there was a decrease from pre- to posttest in the number of respondents agreeing that "I could tell my child's teacher a lot of things that would help my child do better in school." The decrease was from 91 to 87 percent in the Bronx and from

76 to 67 percent in Brooklyn. There was a decrease from 66 to 43 percent in those Bronx respondents who agreed that "most teachers don't want to be bothered by parents coming to visit the schools." There was no change in Brooklyn. In response to the statement that "I could get to see the principal any time I wanted to," there was an increase in agreement in the Bronx from 85 to 96 percent, with a decrease from 100 to 83 percent in Brooklyn.

There were changes in participants' interest in the school curriculum: when asked whether "parents should have a say about what subjects are taught in school," there was an increase in the percentage of parents agreeing that they should have a say -- from 54 to 62 percent in the Bronx, and from 62 to 82 percent in Brooklyn. The biggest change, as anticipated, was in whether the school should teach children about such things as drug addiction; initially 54 percent of the Bronx and 55 percent of the Brooklyn respondents agreed that the school should teach children about drugs. By the posttest, 83 and 64 percent of the Bronx and Brooklyn participants, respectively, agreed. Moreover 44 percent of the Bronx parents at the time of the posttest agreed that too little time was spent in school learning reading, writing, and arithmetic, whereas initially 77 percent agreed.

Homework was a very controversial topic and participants talked about it a great deal. Although there was a decrease in the percentage of respondents agreeing that "a good teacher gives the children a lot of homework," (from 72 to 59 percent in the Bronx, and from 83 to 75 percent in Brooklyn) most participants stressed the value of homework and several, as a result of the PPWP, check homework every day, and no longer permit children to watch TV at the same time. Others have begun to help their child

with school work, either by helping with homework or by adopting techniques for improved study habits as suggested in the manual.

School visits. Participants felt that their visits to the school were important -- whether or not the child was in trouble. At the pretest, 21 and 28 percent of the Bronx and Brooklyn respondents, respectively, felt they should go to the school only if there was a problem, but by the end of the program no one in the Bronx and only 14 percent of the Brooklyn respondents felt that way. These responses, together with interviewees' reports of greater confidence, suggest that we should be obtaining confirming evidence of more frequent school visits. Host school principals mentioned they saw PPWP parents more often than before, and the observers recorded some mothers visiting the school for the first time. The participants, however, did not report any increase in the frequency with which they visited the school or spoke with the principal or teachers. With one exception, all parent posttest respondents had gone to the school at least once.

Involvement in school and community affairs. The 1970-71 PPWP attempted to awaken participants' interest in school affairs and to encourage more parent involvement. Overall, there was an increase in PA membership from pretest to posttest, and one parent was elected vice-president. There were no consistent changes in reported attendance at PA meetings, but several parents reported attending their first community school board meeting. Members of the host schools' teaching staffs, participating in other Center for Urban Education programs, confirmed these new faces at meetings. The responses to questions dealing with affiliations in other organizations or clubs are not readily interpretable, but indicate an

increase, for example, in the number of Bronx participants who became officers or committee members in an outside club or organization.

There were some changes in the participants in attitudes toward the affectiveness of group activities. By the end of the program, somewhat more parents strongly agreed that "a group of mothers could get together to get school room windows fixed"; the increase was from 37 to 41 percent in the Bronx and from 22 to 29 percent in Brooklyn. In the Bronx, 38 percent of the pretest respondents agreed that "signing a petition is a way to get the principal to change his policy"; at the posttest, the percentage agreeing was 52. In Brooklyn there was a decrease in the percentage agreeing; the decrease was from 30 to 23 percent.

We compared the pretest responses of the 15 Bronx parents who participated in the PPWP for two years (a "ready-made" followup group), with the responses of the other Bronx parents participating this year for the first time. On the pretest, the followup group reported belonging to more clubs and organizations than the current participants. Further, a greater proportion of the followup group reported going to school during Open School Week (87 vs 79 percent), and initiating visits with their child's teacher (40 vs 24 percent). While these comparisons are suggestive of possible durable and cumulative program effects, they emphasize the need for followup studies to determine whether the differences can be attributed to the PPWP or whether they reflect other differences between the groups.

IMPACT OF THE PPWP

Reactions to the PPWP varied from the interested to the extremely enthusiastic. Representatives of the teaching and administrative staff of

the host schools said that the PPWP was one of the most effective ways they had experienced for involving parents in school affairs, and they hailed it as a model of its kind. Personnel from other parent involvement programs were amazed that a program of parents could function without expert outside speakers, almost entirely dependent on the participants themselves. Almost each parent was able to describe what the program meant to her. Many wanted to be part of it again next year; others thought it should be made available to parents of children in other grades and in other schools; others suggested a more advanced program for those who had already participated.

Some participants found the experience therapeutic. For one interviewee, going to the workshops meant that for two hours she did not think about her own terrible family problems. Others "got out of the house for the first time." Some reported that, as a result of the program, their own status at home improved, and one stressed her own new sense of personal independence.

Many participants emphasized the social value. They made friends with one another, and did things together. They pooled money to buy food stamps when one family alone could not afford them. They rallied around a woman whose husband died, and they brought in outgrown clothes for a parent with eight children.

Most participants described the PPWP as a learning experience and indicated they "learned something each time they went." Some said "it made me smarter," and others talked about it as a broadening experience. One parent said that previously her "mind had been asleep"; another reported that she is going back to school; others obtained their first library book.

For many of the Spanish-speaking parents, the PPWP represented a chance to learn English, or to practice the English they knew. One interviewee said that now -- even though she still does not speak English -- she knows how to help her children with school.

The participants were anxious to tell of the differences the program made in their lives. They listen more, take children to more interesting places, and play educational games that are fun with them: they report they are having fewer problems. Parents mentioned more frequent visits to the doctor and more concern with children's health: one parent realized for the first time that her son's poor hearing may have been a contributing factor in his poor school performance. Parents report paying more attention to what their families are eating: they ate more fruits, vegetables, and cheese, and tried new recipes. They also say they are using cheaper cuts of meat and less sugar. They report less impulse buying, more comparative shopping, and they wait for sales.

Parents spoke of things they had become aware of for the first time. For example, despite the fact that they live in neighborhoods with large numbers of drug addicts, many parents learned the symptoms of addiction, and others found that narcotics resource centers existed. Some talked to their child's teacher for the first time. Others said that the principal recognizes them, and perceived an improvement in teacher attitudes toward them.

One parent summed up her feelings this way: "Before the program I thought I was a good mother. I had lots of children and I thought I knew what to do. As a result of the PPWP I know now that there are a lot of things I didn't know about, but someday I will be a good mother."

CONCLUSIONS AND RECOMMENDATIONS

This year's PPWP was successful in exciting and stimulating participants to acquire greater personal competence and knowledge. Although other programs exist for involving parents in their child's education and in the affairs of the school, most of these are sponsored and conducted by employees of the school system; typically, such projects teach parents about specific school subjects, or they provide parents with opportunities to learn crafts, or they seek to prepare parents for roles in the schools as paid paraprofessionals or volunteers. The PPWP is unique in several important respects. By providing parents with specific knowledges, it expanded and redefined the role of the home and the parent in the educative process. By providing parents with a conceptual framework, it gave them a basis against which they assessed their own behavior as parents as well as some of the regulations and practices of the school. By recognizing that many parents need specific skills -- and by enabling them to practice those skills in a meaningful, true-to-live, but protected context -- the program fostered greater and improved communication between the parent and the child, and the parent and the school. Further, through the workshop format, the PPWP demonstrated the feasibility of a program run by the participants themselves -- a new approach to meeting the needs of parents.

Throughout this report we have stated or implied directions for future development. We will summarize our major recommendations below.

Workshop objectives. The evidence indicates that the workshop program met its stated goals. It also has the potential to go beyond and to involve the participants in more general educational problems. If this

latter is incorporated as an objective, additional group experiences for the participants should be provided. Such group activities could be developed sequentially starting with a committee approach to problem-solving, but should have their basis in the participants' own experiences.

The success of the workshop format should be disseminated to other agencies and organizations which can explore this vehicle as a way to meet other, large-scale goals such as health care and consumer protection.

Installation. The relationship between the PPWP and the host school deserves more careful scrutiny prior to program installation. Unspecified host school obligations contributed unnecessarily to the problems DLs coped with in workshop management; to reduce the cost of the program and to free the DL for substantive duties, the host school could be required to provide minimal space as well as some supplementary services -- ranging from, for example, refreshments to child care services or to the assignment of liaison personnel.

This year the nature of the relationship between the principal and teachers and the workshop participants varied greatly; considering that for many parents the PPWP was their first unconstrained encounter with the school staff -- and since the data suggest the meaningfulness of this encounter for both groups -- there should be some specification of the optimal nature of the contacts. Individual workshop results might provide clues to possible patterns more likely to facilitate program objectives.

Leader training. The discussion leader who is parent of a child in the host school is an integral part of the program. Some additional research and development effort should go into formulating other selection criteria to insure enlisting the most effective leaders possible.

Some modifications in the leaders' training seem necessary. To a greater extent than was so this year, future training should emphasize discussion and problem-solving skills, should be better integrated with the content of the workshop phase, and should provide the leaders more practice time. Alternative ways of providing leaders with corrective, constructive feedback concerning their performance should be explored; one suggested approach is to have the leaders themselves modify one another's skills.

If the ADL's primary responsibility is translating, any other duties should be carefully delimited. Additional ways of routinizing some of the leaders' duties seem possible.

Workshop organization. The available evidence suggests that workshops should continue to be organized in the schools and should take place during regular school hours. Alternative meetings for male participants could be tried, but scheduling males and females together during school hours would be difficult. A workshop series of 25 sessions each of two hours' duration should be planned for; sessions can be held two times a week but the series should start and end earlier in the school year.

Bilingual workshops. The participants accepted bilingual workshops for their social and educational value. The entire range of activities and scope of materials contributed to the effectiveness of bilingual workshops. From a technical point of view, translating was not adequate. The translator needs additional, specialized training.

The Parent Manual. In its final revision, the Parent Manual should reflect the emphasis tested in the Brooklyn workshops, stressing learning as a continuous process. The revised materials could also consider the likes and dislikes of the participants, but should reflect a less

traditional educational perspective. Group activities and group problem-solving assignments, as well as additional individual activities, could be incorporated.

Alternative ways of implementing some materials, for example, the materials in the playlets, could be considered. The workshops should continue to provide varied activities that stress active participation.

Followup studies. An underlying premise of the PPWP is that a more effective role for parents in education, at home and toward the school, should be reflected in the child's educational attainments. We have not yet gathered data to test this premise; at this stage of program development it would have been premature to conduct such an investigation. This year's PPWP demonstrated dramatic and positive changes in the parent's conceptions of themselves and their ability to effect educational improvements. Future evaluation and developmental efforts should be directed to establishing the relationship between effective parental involvement and improved educational performance.

EVALUATION OF THE

COMMUNITY SCHOOL RELATIONS WORKSHOP PROGRAM

1970-71

Prepared by
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INTRODUCTION

As part of its efforts in the area of increased citizen participation, the Center for Urban Education has field tested a community-school relations program designed to bridge the communication gap between school personnel and community representatives in two school districts in New York City. The Community School Relations Workshop Program (CSRW) has run for two years, with one demonstration cycle in 1969-70 and two in 1970-71. In its successive developmental stages the following objectives have emerged:

To increase communications between parent, school, and community;

To provide opportunities for participants to learn and practice particular skills that will be useful in improving school-community relations;

To provide opportunities for participants to identify various community resources that may be employed as part of the total school-community effort at providing educational programs which are more relevant to the needs of the community and its children; and

To provide opportunities for participants to relate the knowledge and skills acquired in the program to school-community situations.

The primary impetus for the Community School Relations Workshop Program was the passage of the New York City school decentralization law. In its earliest stage the program was designed to supply key school personnel with basic information about the new law and to enable them to explore its possible consequences. This was the major aim of the program's first cycle, which operated from March 10 to June 23, 1970, in District 7 in the South Bronx. The participants were school principals and UFT chapter chairmen. Early in the cycle it became evident that the discussions lacked representation of community feelings and attitudes, and in response to

community pressure the Center for Urban Education invited three Community School Board members to participate in the program.

Building on this experience, the developers designed the second cycle of the program, which ran from December 9, 1970 to March 31, 1971, in the South Bronx, to stimulate dialogue between the schools and the community and to enable the participants to develop a common approach for analyzing and solving educational problems. The developers expected the community representatives, who were now included in the program, to redefine their relationships with school personnel, clarify the needs of their community, and develop workable approaches for achieving their goals. The developers expected that school personnel would redefine their roles and their relation to pupils, parents, and community residents; and that school personnel would become more responsive to the problems, needs, and aspirations of the communities served.

In the second cycle, while the target population was expanded and some basic group dynamic techniques were incorporated, the developers retained the informational goals and many of the previously used materials. It was during this stage that the program's dramatic evolution began to occur. In the third cycle of the workshop's program, the developers' commitment to the direct dialogue approach was reflected in a restatement of objectives, the designation of a better balance of participants' backgrounds, and in a reliance on group interactional techniques. The third cycle operated from April 22 to June 24, 1971, in District 14 in the Williamsburg section of Brooklyn. This report deals primarily with the third cycle.

EVALUATION PROCEDURES AND APPROACHES

The evaluation of the Community School Relations Workshop Program had as its major objective the assessment of the program's progress toward meeting its goal of improved school-community relations. By recording changes in participants' knowledges, attitudes, and behaviors we sought to identify the characteristics of the program most conducive to the attainment of the goals of the program.

At the end of each session we asked the participants to complete a short rating form designed to elicit their reactions to the importance of the sessions' topic in relation to the program goals; the relevance of the discussion in relation to the topic; the relevance, comprehensibility, realism, and appropriateness of the techniques used; and the relevance of the session to the overall educational needs of the district. We also asked the participants for comments and suggestions and had them rate their "feeling of freedom to participate." At the end of the program we administered a longer questionnaire similar to the session rating forms, which enabled us to describe the participants and their general reactions to the program.

Our objective was to provide the developers with immediate feedback. Accordingly, we established a weekly feedback meeting with the program staff and increased our observations of the program. Originally, we assigned one observer to monitor the sessions; in the second cycle, at least one observer was present at every session, and two observers monitored seven of the ten sessions. In the third cycle, in Williamsburg, two observers monitored most of the sessions. As the program's goals were revised, we revised the task of the observers; for example, in the first cycle, the

observers maintained a descriptive record of what happened; in the second cycle we directed the observers to stress implementation and departures from the program plans, as well as other unanticipated occurences which might affect the attainment of goals. With the stress in the third cycle on interaction as an objective, we directed the observers to assess intergroup relations, to note changes in the patternsn of these relations, to monitor participants' reactions to the materials and techniques, and to examine the skills of the discussion leaders. These narrative observation reports were the basis of the feedback meetings. Most of the comparisons in this report are based on the accounts of the observers.

PROGRAM IMPLEMENTATION AND FINDINGS

The second cycle, conducted in District 7 in the South Bronx, had twice as many school personnel as community representatives. Absenteeism among the community representatives heightened the imbalance. For the third cycle, which began on April 22, 1971, in District 14 in Williamsburg, the developers agreed that the ratio of school personnel and community representatives should be equal, and the original plans described a target population composed of 8 principals, 8 UFT chapter chairmen, and 16 community representatives. Letters were sent to the schools in the district inviting participants, and the field administrator of the Community Learning Center recruited some community representatives. The participants reported hearing about the program in other ways -- at a principal's conference, through other participants, and through the local Community Action Center.

For the Williamsburg cycle, the developers completely revised the program, replacing the seminar approach with a workshop format, stressing group interactional techniques over written materials and exercises, and restructuring the role of the discussion leader. The actual program content was specified in advance, but was flexible enough to permit the participants to select specific educational problems of common concern. In contrast to the previous cycle, only a small amount of time was alloted for such topics as decentralization and the role of the principal. The emphasis on information was replaced by an emphasis on problems and techniques in community-school relations.

The meetings were held at the Community Learning Center in Williamsburg, and guest participants were welcomed. To encourage attendance, the method of payment of stipends was changed. Program staff was increased, and the third cycle program operated with the benefit of a full-time developer, a part-time developer who also functioned as a group leader, and a regular part-time discussion leader. Curriculum consultants were also utilized.

Of the total of 43 third cycle participants, the evaluators counted 38 who attended sessions regularly. Thirty-six participants completed our postprogram questionnaire and identified themselves as follow: 9 parents, 7 paraprofessionals, 7 teachers (including a bilingual teacher), 11 school administrators (principals and assistant principals), 1 Community School Board member, and 1 guidance counselor. One of the regular attenders who did not take the posttest was also a member of the Community School Board. The respondents were associated with 11 different elementary and intermediate level schools in the district, and approximately half of them had

been associated with the district for five or more years. They had a broad background of interest in school and community affairs, and listed involvement in 65 different organizations, ranging from the Parent-Teacher Association to broader-based school and cultural community activities.

Twenty-one of the posttest respondents had completed college, and more than half of these had advance degrees. Nine respondents had a high school diploma, and four respondents indicated they had not completed high school; a few community representatives did not respond to the question about education. No community representative reported any education beyond high school. To further emphasize the difference between the school and community representatives in educational level, we observed several community residents who were uncomfortable speaking English. At the end of the program, the community representatives reported that they still did not feel as free to participate as did the school personnel. As the sessions progressed, however, the observers noted an increase in the level of participation and an increase in the number of participants who joined in the discussions, although in this cycle, as in previous cycles, the school administrators tended to dominate the discussions.

Nevertheless, small group discussions went smoothly in the third cycle, and contributed positively to the interaction. Most of the time the participants met in two separate groups, without convening together except for one lecture and for some other administrative communications. Each group was led by the same leader throughout the duration of the program, thereby adding considerably to the continuity and coherence of the participants' experiences. The developers' original intention was that each group would be composed of equal numbers of community and school

representatives. Some attempt was made initially to divide the participants in this manner, but it was not consistently implemented and a considerable diversity between the two groups resulted: by the fourth session, when attendance had stabilized, group I had 23 people fairly evenly divided between community and school personnel; but group II had a complement of approximately 15 regular attenders, a large majority of whom were school administrators and teachers. Both the developers and the participants were extremely reluctant to transfer people from one group to another to achieve the desired ratio since the group members had already begun to develop rapport.

The observers noted that each discussion group developed a distinct personality. For example, group I was easily excited, and its meetings were self-direct. The discussion leader served mainly to introduce activities, organize, and direct discussion. Group II, on the other hand, was quieter, and its academic composition led to less outwardly dramatic interactions; this group was led by a group work leader who described herself as an "enabler," and frequently functioned in a resource capacity.

For the first few sessions, the developers were concerned with trying to make certain that each group go through the agenda, and they scheduled "catch-up" activities designed to permit the groups to deal with the same materials in a similar sequence. After session 4 this emphasis was dropped, and each group was permitted to follow a fairly independent course at its own pace. It is important to note that by the end of the program both groups had identified the same problem as being significant in the district and had evolved a similar approach for dealing with it.

For each meeting, the developers prepared an outline for use by the two discussion leaders, incorporating goals, materials, activities, techniques, and expected outcomes. Since this cycle got underway before the program plans were complete, later session outlines could -- and to some extend did -- reflect the direction the group was moving toward. This was a major change from the previous cycles. As in the previous cycles, however, the time was overscheduled, and neither discussion group ever completed the agenda for a session.

During the third cycle, discussion, role playing, and other group work techniques formed the core of the developers' new process-oriented approach designed to foster participation and encourage interaction. Role playing was the most frequently used technique. In some instances a complete role-play was written, and participants, following the script, reenacted the particular situation. At other times, an outline describing a particular situation and a set of characters was provided; the participants filled in the dialogue as they felt appropriate. Most of the roleplays were specified in the agenda, but in two sessions the groups generated them themselves. There was also variation in how roles were assigned. Participants usually assumed roles other than those they normally held. In at least one instance, however, a parent and a teacher were asked to role-play themselves. When roleplays were outlined, allowing for maximum improvisation, the interaction was usually very high, leading to more discussion and greater sharing of personal perceptions. In most cases, the completely developed fully-scripted plays produced less interaction. The participants considered roleplaying an effective technique for improving the level of understanding and communication; 66 percent rated roleplaying as "effective,"

29 percent "somewhat effective," 3 percent "rather ineffective," and 3 percent "ineffective." Requests for more roleplaying recurred with considerable frequency on the weekly rating sheets.

On one occasion, a "fishbowl" technique was also used. During a "fishbowl," a number of participants discuss a question or topic, and the remaining members of the group act as observers, noting the content of the discussion and the interactions. The "fishbowl" was used to discuss the question of whether a teacher must be of the same ethnic group as the students. This technique stimulated discussions on the content question -- the participants agreed that although a teacher should not have to be of the same ethnic group, he must be sensitive to the needs and backgrounds of the children in the class -- as well as on the styles of interaction.

Brainstorming was used to generate a list of educational problems in the district. The school personnel tended to dominate these discussions and frequently engaged in detailed esoteric monologues. Brainstorming met with more success when the discussion group was further subdivided into task forces which brainstormed on specific questions; when used this way, both the participants and the observers noted a higher degree of interaction and increased satisfaction. For this technique to be optimally successful, the group leader must be able to direct the discussion, narrow its focus, and elicit responses from all group members.

There was some attempt to have the participants evaluate and discuss group interaction as part of the materials. In the roleplaying sessions, for example, participants who were not roleplaying were asked to observe and note various components of the roleplay. During the "fishbowl," non-participants were given specific assignments to observe individuals,

interactions, or content. These observation schedules not only allowed each participant to have some part to play but also helped stimulate discussion afterwards. In one instance, for example, a participant-observer constructed an interaction diagram which indicated that two individuals monopolized the conversation.

Lectures, case studies, and other pencil-and-paper techniques were also used in this third cycle, although not so extensively as before. In general, these were not as effective as roleplaying, "fishbowling," and brainstorming in fostering interaction.

The developers also prepared a series of case studies based on actual situations. One discussion group used the case study as a basis for a roleplay. In the other group, the participants did not use the case study since they felt it was unrealistic and unrelated to the problems of their community; subsequently they generated two of their own cases based more closely on their experiences. Both of these case studies were then role-played.

There was only one lecture in the third cycle. Part of the second session was devoted to a lecture on the decision-making process in relation to school suspensions, and on the power input of various groups. The lecture, although interesting to the professionals, was presented in a way beyond the grasp of many of the community residents; in particular, some of the Spanish-speaking participants evidenced extreme difficulty in following the lecture.

A matrix exercise was used in the second and third cycles, as both a learning and evaluative device. In neither field test did it prove successful in illuminating problem areas or in stimulating interest or

discussion. After its initial introduction in the third cycle, the matrix was discarded in response to feedback from the evaluators and the participants.

By the last cycle the developers evidenced greater responsiveness to the participants' requests for input into the program. For example, in session 4 one leader completely jettisoned the planned agenda in response to the wishes of the participants to discuss real issues of critical importance. Although session 4 was by no means a typical session, a brief description of it will serve to illustrate some of the program's characteristic strengths and weaknesses.

The plan for session 4 involved several different ideas and activities. While both groups were to engage in a discussion of the advantages and disadvantages of group versus individual problem-solving, group II was to continue to apply the "seven step" problem-solving plan (a very traditional problem-solving sequence) to its problem -- the disruptive child -- while group I was to define a specific problem under the issue of "communication gaps" and then to use the seven step problem-solving sequence. Group I was also scheduled to discuss the meaning of community and accountability.

Group II went through its agenda as planned. Group I, as scheduled, first discussed group problem-solving, diverged briefly to an inconclusive discussion of accountability, and then proceeded to selecting a specific problem that it wanted to discuss further. At this point, several participants stated that they were wasting time and turned the discussion to "last night's meeting of the Community School Board." The ensuing discussion was extremely heated and served to dramatize and to bring into the

open the feelings that the representatives of the different populations had toward each other. There was real interaction and the reasons for animosities among groups were evident. This session prepared the group for a discussion of the role and mode of operation of the Community School Board, and how well it represented the community. It could also have been used as a starting point for a discussion of the meaning of community.

This session illustrates several difficulties that arose in other sessions and more frequently and intensively in the previous two cycles. One problem was the absence of convincing continuity between the planned activities. Unless leaders are specifically trained and unless the activities flow one to another in a logical sequence, a change of topic or activity is disruptive. Another problem was the lack of specificity of the discussion topic, although "communication gaps" is a real issue, the participants must be directed to define it earlier and in more specific and manageable terms.

This session served to raise two other interrelated questions -- the value of an emotional confrontation, and how to stimulate it early in the series. In both the second and third program cycles there were extremely volatile emotional confrontations. In the second cycle, the confrontation during session 9 was between a teacher and some community representatives; although it may have been brewing for some time, it erupted after the group had seen a very dramatic film. In the third cycle, although the fourth session was very heated, the confrontation was nonpersonal and quite specific and relevant to the total group's interests. Several factors may help to account for this, including the fact that the outburst occurred earlier in the cycle while the participants were still being oriented and

before divisions among members developed. In addition, the composition of group II was balanced between school and community representatives, and since all members were new to the program they participated on a more equal basis. Since the developers desire genuine interactions, controlled confrontations for the purpose of bringing out into the open the underlying feelings of the group members are a necessary first step. Such confrontations must be evoked early in the cycle and should be directed into positive and productive channels. This means that the discussion leader may be the single most important component, and the role and functions of the discussion leader deserve careful scrutiny and redefinition. By the third cycle, the role of the discussion leader had changed from that of educator to that of stimulator and organizer. Such a change necessitates modifications in the selection and training of future leaders.

Toward the latter stages of the third cycle, an important new direction emerged -- the participants began to propose specific solutions to real problems. As this became evident, the developers encouraged the leaders to have the groups implement these recommendations. By the end of this cycle, each discussion group had developed a policy statement on parental involvement that incorporated concrete strategies for involving parents in school affairs. Unfortunately, the question of action was not discussed until late in the program, leaving too little time for the participants to organize and implement their proposals. However, some members of each group made plans to meet at the Williamsburg Community Learning Center over the summer to work on implementing the plans they had developed. The fact that the group has met on its own several times, and is composed of parents, teachers, and principals, is suggestive that this

program may have potential for effecting changes in school-community relations in District 14. If this potential for action is to be realized, it needs to be incorporated earlier in the program sequence and a more directive approach should be considered.

DISCUSSION AND RECOMMENDATIONS

In contrast to the previous field tests, the third cycle participants reported that the program was most successful in improving communication among the different subgroup representatives. Participants' general reactions to the program are reflected in their postprogram questionnaire rating: 25 percent of the respondents rated the program as excellent, 67 percent rated it good, and only 8 percent felt it was fair.

Overall, the CSRW program was much improved between the second and third cycles comprising the 1970-71 field demonstrations. Much of this improvement we credit to an increased flexibility in program operation. Although the curriculum was prepared and available for each session, and although the developers continued to distribute written materials, the discussion leaders evidenced sensitivity to the expressed desires of the participants. This in turn facilitated greater participant involvement and more positive interactions.

With the program's current emphasis on promoting interactions, the discussion leader emerges as the most important component of the program and thus, may necessitate more rigorous selection or training. We recommend that the developers clearly define the functions of the discussion leader, taking into account the interests and broad experiential level of the participants. Rather than expending additional effort to perfect

content-oriented materials, future developmental and research work might be better directed to: restating the program goals in more specific interactional terms; devising selection criteria so as to insure optimal participant mix and the recruitment of the most effective discussion leaders for this program; and producing a manual for discussion leaders incorporating the more successful group work strategies and techniques.

We have consistently noted that the participants desire to plan an active part in this program, perhaps more so than in many other types of programs. The process-oriented approach of the third cycle enabled the participants to define areas of mutual concern and to propose and implement possible alternative actions leading to solutions of these problems. Despite differences in the size and composition of the discussion groups as well as differences in the styles of leaders, both groups arrived at similar statements of significant educational problems and both proposed congruent courses of action. Previous participants also indicated their interest in and ability to define the educational problems in their districts. Group work techniques, particularly role-playing and fishbowling, seemed to facilitate attainment of these objectives better than lectures, paper-and-pencil exercises, and other techniques used in the earlier cycles.

The selection of the target population has not received sufficient attention in the development and implementation of this program. Simply bringing representatives of different groups together is not sufficient to produce a dialogue. The nature and direction of desired interaction must be more clearly specified and reflected not only in the materials, but in the selection and recruitment of the appropriate target population. During our investigations we have accumulated evidence that suggests the importance

of reconsidering which groups of people are perceived as reflecting a specific school or community constituency. It is apparent, for example, that at this point in time the UFT chapter chairman is not seen as a necessary component in school-community relations; teachers, irrespective of union affiliation, should continue to be included. Our observations indicate that bilingual teachers are viewed as community supporters, while non-bilingual teachers are considered part of the school establishment. Future research might also reinforce our impression, to take another example, that paraprofessionals, although community residents, are not perceived by other participants as articulating support for or receiving support from other community residents. The Community School Board also appears to occupy a contradictory place in the perceptions of the other participants; principals tend to view the CSB members as community spokesmen, while the community residents -- at least in the Williamsburg cycle -- seem to view the CSB as part of the educational establishment.

Although we recommend that the developers continue to recruit equal numbers of school and community representatives, additional investigation should be undertaken before decisions are made as to which groups should be represented. General guidelines should be developed so that future program users could know if selection and recruitment decisions accurately reflect the prevailing perceptions in the locale and the specific purpose of the intended interaction.

New attendance guidelines should be developed and enforced. The fact that some participants have met on their own also suggest that the program might be able to function without stipends.

In large measure, each of the three cycles represented a fundamental change in interpretation of goals, and no one cycle was field tested under optimal conditions. To a greater extent than was so earlier in its developmental stages, some evidence from the last field test indicates that the CSRW did increase communication between the school and the community, and did provide the participants some opportunity to practice interactional skills that might be useful in improving school-community relations.

The findings from each field test supported the need for a program that brought together representatives of the different groups concerned with educational problems, and all cycles demonstrated the need for providing school-community representatives with a forum in which they could exchange ideas. The reactions of the participants, and the fact that some have continued to meet voluntarily, suggest that this program has potential for effecting changes in participants' perceptions and behaviors outside the program.

The evaluators think that the idea of this program as a process leading to concrete action on the part of the participants is extremely important. If this is the goal, it must be reflected in the program materials and should be planned for at the onset. Considerable development and experimentation is still necessary, however, in order to assure the replicability of this objective. Specific steps should be taken to encourage the participants to work toward this, including a clear designation of an appropriate target population, as well as a concentrated use of techniques that foster specific interactional opportunities. Further, a modification in the role of the discussion leader, a more direct approach, should be

considered. We feel that, if these modifications are successfully implemented, the CSRW could play a vital and productive part in improving school-community relations.

EVALUATION OF THE

SOCIAL PARTICIPATION THROUGH UNDERSTANDING AND READING PROGRAM, 1970-1971

Prepared by the
Division of Evaluation and Research
CENTER FOR URBAN EDUCATION

The Social Participation through Understanding and Reading (SPUR) curriculum represents an expansion of the previously developed fifth-grade social studies curriculum, Planning for Change, into a social education program for grades 4 through 6. Strong endorsement for this curriculum by all participants, teachers, pupils and administrators in the program last year, suggested the curriculum's potential for development into a total elementary and eventually, secondary urban education scheme.

The philosophical premise underlying the program is that the structure of society and its institutions are built and shaped by man, and that local citizens have the power to reshape the environment. The program is designed to enable the urban student to actively engage in the processes by which social change is effected. By involving both students and parents in the study of issues and problems that are part of their everyday lives, the program intends to help the school become more responsive to the needs of the community. Essential to the development of these perceptions and capabilities is the acquisition of reading skills commensurate with the demands of the program.

The 1970-71 scope of work involved two components: (1) the development of a conceptual outline for the SPUR curriculum grades 4 through 6; and (2) an extended field test of the Planning for Change (PFC) curriculum. Inclusion of the second component occured as a result of lingering concerns expressed by both developers and evaluators about certain aspects of the curriculum. The absence of teacher and pupil achievement data in the 1970 study had left important questions unanswered. Without this information the new SPUR model would have to be formulated in a vacuum of suppositions and untested assumptions. This report is an evaluation of the extended field test of SPUR-PFC.

The purpose of the extended field test of the PFC curriculum was to ascertain (a) whether the curriculum was successful in achieving its stated objectives, and (b) to identify teacher, pupil and administrator suggestions for revision of the program.

GOALS OF THE CURRICULUM

The major goals of the Planning for Change curriculum are:

1. To produce an awareness that the environment is the result of human decisions which can be located and understood -- and hence influenced by individual and group action.
2. To enable the student to see himself as an actor, rather than a passive recipient, in educational and community process.
3. To open new areas of choice by making students aware of both practical and utopian alternatives.
4. To increase the relevance of schooling to life in the community, affecting the student's desire to develop verbal and computational skills.
5. To help the teacher to understand in depth the life and concerns of the neighborhood in which he teaches.

CURRICULUM MATERIALS

The materials for the Planning for Change curriculum consisted of: a Teacher Manual, Student Workbook (one for each child), six sets of slides, five sets of tapes, a camera and two rolls of black and white and color film, a set of maps (one large and a set of 8 x 11 for the pupils), two posters and supplementary literature. Brief descriptions are presented below:

Teacher Manual — The manual contains teaching instructions, model lesson plans, and suggested pupil activities organized into eight units: The Neighborhood;

	Neighborhood Problems; New York City's Immigrant Story is Special; New York Bursts Out; What Does a Big City Have to Offer; History of Your Neighborhood; Urban Designs; Future Planning.
Student Workbook	The workbook contains exercises, stories, maps, games, and blank pages for individual contributions.
Maps	A large map of the area around the school for each classroom. Small maps for the students.
Slide Sets	Slides illustrating the development of the city's neighborhoods and utopian architecture.
Tape Recordings	Songs of several immigrant groups; life in the new country for different groups; world of work; poems and songs about New York City.
Posters	Two 16" x 20" black and white posters designed to focus attention on neighborhood conditions.
Supplementary Literature	Public service publications -- You and Your Landlord and How To Be A Better Shopper.

TRAINING PROGRAM

A series of seven training seminars designed to incorporate the major recommendations of the teachers in the previous year's training program was conducted for teachers and principals in the SPUR sample at the Brooklyn Community Learning Center. The primary objective of the program was to train teachers to teach the Planning for Change curriculum to fifth-grade pupils, with special emphasis on the content and materials of the curriculum. A secondary objective was to provide teachers with the necessary background information on related content areas such as community resources in Williamsburg and the relationship between minority

groups and the established power structure.

Outline of Topics

Seminar I	Introduction to the philosophy and objectives of the curriculum; description of the materials, training and evaluation plans.
Seminar II	Teaching techniques -- use of the inquiry mode and problem solving strategies within the context of PFC.
Seminar III	Neighborhood trips -- conduct of class trips in the investigation of selected school and neighborhood problems.
Seminar IV	Community resources in Williamsburg.
Seminar V	The political and economic power structure and its relationship to minority groups.
Seminar VI	Classroom instructional aids -- slides, posters and a movie.
Seminar VII	General curriculum and teaching considerations -- selection of neighborhood problems for investigation by class; problems in the conduct of the problem solving sequence; pupil frustration when solutions fail to achieve desired results, etc.

The seminars were conducted concurrently with the field test, the first four sessions once a week, and the other three meetings every two weeks. The teachers were paid a United Federation of Teachers approved honorarium for each session. There were five curriculum-oriented sessions in all, three of which were conducted by the SPUR development staff -- introductory session, teaching techniques, and general curriculum consideration. The other two seminars dealt with the conduct of class trips around the neighborhood, and instructional aids were addressed by former teachers of PFC, one from public school in Spanish Harlem and the

other from a parochial school on the upper west side of Manhattan. Guest speakers, a sociologist from Bank Street College and the field administrator of the CUE Community Learning Center in Brooklyn, conducted the background sessions on (1) the political-economic power structure and (2) community resources in Williamsburg.

EVALUATION DESIGN

Evaluation of the extended field test of the Planning for Change curriculum focused on:

1. Collecting feedback on the progress of program implementation for the program developers.
2. The extent to which the curriculum was successful in achieving its objectives for pupils.
3. The extent to which the curriculum was successful in achieving its objectives for teachers.
4. Participant reaction to the materials and training seminars.
5. Participant suggestions for revision of the materials and training seminars.

The evaluation design involved two statistical analyses: (1) comparison of SPUR pupil and teacher preprogram achievement with postprogram achievement, and (2) comparison of SPUR pupils and teachers with a non-SPUR sample of pupils and teachers on the SPUR achievement tests administered at the end of the school year. Qualitative analysis procedures included classroom observation by evaluation staff and program evaluation by participating teachers, pupils, and administrators.

Sample

The SPUR sample consisted of four public elementary schools in District 14, the Williamsburg section of Brooklyn. Each principal discussed

the program with his fifth-grade faculty and requested three volunteers. The final count was 12 teachers and approximately 300 pupils. A comparison (non-SPUR) sample of pupils was chosen from two other public elementary schools in the district. The two schools selected ethnically matched two of the four SPUR schools. Table 1 describes the ethnic distribution of all the schools involved. Nine classes involving approximately 225 fifth-grade pupils comprised the non-SPUR pupil sample.

TABLE 1

ETHNIC DISTRIBUTION OF SCHOOLS

SPUR Schools	Black %	Puerto Rican %	Other %
A	0.5	84.5	8.7
B*	61.0	38.3	0.7
C	15.0	85.0	0.0
D**	26.5	30.8	42.7
Non-SPUR Schools			
E**	0.0	52.0	48.0
F*	69.9	30.1	6.0

Note: * and ** = matching schools.

The comparison sample of teachers was obtained from two SPUR schools. These teachers were in grades different from the SPUR sample, but close enough in grade level to provide a valid match. The non-SPUR sample consisted of 11 teachers -- 6 grade four teachers and 5 grade six teachers.

INSTRUMENTS AND PROCEDURES

Information on the five evaluation objectives posed on page five of this report were obtained through achievement measures, classroom observations, questionnaires, formal and informal interviews, and group discussions. Details of the evaluation plan were described to the SPUR sample of teachers and principals at the introductory session of the training program.

The evaluation team consisted of three developers and six evaluators, the latter selected to provide a multidisciplinary perspective on the program. The areas of specialization included were: teaching, measurement, educational psychology, and social studies curriculum development. One evaluator was also bilingual in English and Spanish. With one exception, all of the staff members assigned worked part-time on the SPUR-PFC extended field test.

Achievement Measures

In the absence of appropriate standardized measures of pupil and teacher achievement in the area of social studies, it was necessary to develop instruments specifically for the field test.

SPUR Pupil Test I and II were designed to assess the extent to which the SPUR-PFC curriculum had been successful in achieving the objectives:

a. to produce an awareness that the environment is the result of human decisions -- and hence influenced by individual and group action,

b. to open new areas of choice by making students aware of the practical and utopian alternatives.

These curriculum objectives were translated into operational terms chiefly along the cognitive dimension for test construction purposes by a joint committee of developers and evaluators. The objective of the SPUR Pupil Test was to test: awareness of situations or conditions as problems; identification of circumstances or individuals or institutions responsible for neighborhood problems; awareness of neighborhood community action or service agencies; understanding of the concept of "neighborhood" in terms of essential community services; formulation of solutions and alternate solutions to everyday neighborhood problems; awareness that some solutions involve a series of actions; and awareness of the greater effectiveness of group action over individual action in the solution of neighborhood problems.

The test consisted of a series of problem situations and a checklist of public services, places, and people commonly found in a neighborhood. The problem situations selected were those that a fifth grade pupil would be likely to encounter in his daily life, e.g., uncollected garbage in the streets, older pupils bullying younger pupils, etc. Each situation was presented in the form of a brief description phrased in simple language, followed by either a single question or a series of questions. In order to control for pupil differences in reading achievement, the test items were read aloud to the pupil by the examiner. The open-ended format of the questions was selected to facilitate spontaneous expression of individual reactions. For purposes of convenience, an extra, informational item was included which was designed to indicate the incidence of contact between the classes in the study and local community agencies.

A numerical scoring scale ranging from 2 to 0 was developed for each item. Again the criteria set down was formulated jointly by developers and evaluators working as a team to interpret the curriculum, and, as such, may be said to represent subjective judgments.

Some responses were scored on more than one dimension, e.g., the response of a solution to a given problem was scored for effectiveness on a scale ranging from a) reference to appropriate local institutional authority to immediate personal action; b) responses involving group action to responses involving individual action; c) responses indicating knowledge of specific local institutions to responses unable to do so.

On the basis of a preliminary item analysis, a problem situation dealing with older pupils bullying fifth graders in the park had to be discarded when it became apparent that the pupils had not understood the situation as intended. Consequently, the objective that some solutions involve a series of actions was not represented in the total score. The final count of scorable items was 15.

Sample

The pretest was administered during the first week of the program only to a random selection of SPUR pupils. The posttest was administered during the last week of the program and involved a comparison group, the non-SPUR sample as well as the SPUR sample.

SPUR Pupil Test II represents an alternate approach to the assessment of the SPUR-PFC objectives posed at the beginning of this section. SPUR Pupil Test I was an open-ended individual test designed to facilitate

greater spontaneity and fullness of expression. The format provided an opportunity for the examiner to probe the pupil's response and thereby obtain important insights into the learning effects essential for the development of a new curriculum. Unlike SPUR Pupil Test I, SPUR Pupil Test II is a group test which could be administered to the entire sample in the study. The decision to develop this test was not in the original plan, but was later considered seriously because of the small size of the pre- and postprogram sample.

The objective of this test was to determine: awareness that change is basic to life; awareness that the environment is the result of human actions; identification of responsibility for problems; knowledge of neighborhood community action/service agencies in authority over problems presented; understanding of the importance of knowledge in problem-solving; understanding that the collection of information/data is essential to good planning; identification of the interview technique as the most efficient strategy in the problem presented; and awareness that group action is more effective than individual action in the solution of neighborhood problems.

The test consisted of 19 items, 14 familiar everyday problem situations, e.g., noisy neighbors, planning for a class trip, presented in the multiple-choice format, and five general cognitive attitude statements for which agreement or disagreement was to be checked. In the case of the problem situations, the choices provided consisted of actions or solutions or interpretations of the problem presented.

The underlying criteria for the right response was decided jointly by the evaluators and developers. Preliminary item analysis revealed the

need to eliminate six items (three problem situations and three attitudinal statements) from the total score for reasons of ambiguous phraseology, unclear description, or undue ease or difficulty. The final count of items was 13 with a score of 1 or 0. The test was administered to the entire SPUR and non-SPUR samples of pupils during the last two weeks of the school year.

SPUR Teacher Test

This test was designed to assess the curriculum objective "to help the teacher understand in depth the life and concerns of the neighborhood in which he teaches" (p.2). Translated into test construction terms, two types of objectives were outlined -- knowledge objectives and attitude objectives. The test focused on teacher knowledge of: general ethnic composition of the neighborhood, proportion of one ethnic group to another, local community service agencies and degree of contact with these agencies, major social problems in the community, and major social problems affecting pupil school achievement. The attitudes tested were: degree of adherence to stereotypical thinking about minority communities and degree of concurrence with the possibilities for social change within the local communities. The task of formulating test objectives, scoring criteria, and selecting items was performed by a committee comprised of evaluators and developers.

The test consisted of seven items, five knowledge and two attitudinal. One knowledge item was scored on two scales thus yielding a total of eight item scores. One of the attitudinal items was projective in form, consisting of a short story, to which the subject was asked to

project his feeling and thoughts about the characters in the story. The other attitudinal item consisted of ten statements, five positive and five negative in terms of social change within the local community. A composite score was calculated for the ten statements. The score-range for the items was either 5, 4, 3, 2, 1, 0, or 3, 2, 1, 0.

Items 4 and 5 were not scored as described in the test protocol, that is, in terms of rank of importance, but on whether or not the teacher listed any of the problems considered within the scoring scale. A consensus of rank order importance for the problems was not available despite extensive investigation.

The 12 SPUR teachers were tested in the first and last weeks of the program. The comparison sample of 11 non-SPUR teachers was tested only at the end of the school year. The test was administered as a group test requiring between 25 to 30 minutes for completion.

Classroom Observations

Each of the 12 SPUR teachers was scheduled for three observations during the 15 weeks of the program. The first observation was conducted in the week prior to the beginning of the program, the second during the tenth week, and the third during the last two weeks of the program. The major focus of the observation was on the following variables: class grouping -- total group, small group, and individual instruction; form of instruction -- lecture, question and answer, role-playing, demonstration by teacher, demonstration by pupil, oral reading, and audio-visual presentations; form of pupil participation -- listening, giving information, asking questions, workbook exercises, other writing, drawing, oral

reading, role-playing, discussion, and library research. Three instruments were devised for this purpose: a schedule to describe the lesson in process, materials, content, and pupil interest; and a checklist for the variables described above which were to be recorded every five minutes; and a guide or questionnaire to be completed after the lesson -- evaluating the lesson observed against the objectives of the curriculum.

Questionnaires

Questionnaires were used to obtain teacher reaction to specific aspects of the curriculum. These were of two types, unit questionnaires and end-of-program questionnaires. The unit questionnaires were designed to ascertain the form and extent of usage of each activity within a unit, a rating of usefulness for the activity as well as reasons for the rating, and suggestions for revision of the activity. The end-of-program questionnaire was directed towards an overall appraisal of the curriculum in terms of the content, materials, and training.

Group Discussion

An end-of-program evaluation session was held for all the teachers and principals in the SPUR sample to provide the group with an opportunity to hear the opinions of the other members of the group.

Interviews

Periodically, teachers and principals were interviewed as an integral part of the evaluation process. Formal interviews were conducted with a

sample of pupils, three from each class selected at random from the class register, at the end of the term. The purpose was to ascertain pupil reactions to the curriculum as well as suggestions for revision. The sample of pupils interviewed was the same as that which took the pre- and postprogram SPUR Pupil Test I.

RESULTS

Extent of Usage

During the 15-week span of the program, 9 out of 12 (75 percent) teachers reported having completed Units I and II, and partially completing Units III and IV. One teacher with a top ability class reported having partially covered Units V, VI, and VII. According to the curriculum outline, Units I to IV constitute the nucleus or major concepts of the program, with the other five units in a secondary role. Table 2 describes the degree of change with which these units were used.

TABLE 2
DEGREE OF CHANGE IN THE USE OF THE SPUR-PFC UNITS

Units	Used With Little or No Change	Used With Some Change	Used With Great Change	Not Used	No Response
I	5	6	1	-	-
II	4	5	1	-	2
III	4	1	2	4	1
IV	4	1	2	4	1
V	-	1	-	11	-
VI	-	1	-	11	-
VII	-	1	-	11	-
VIII	-	-	-	12	-
IX	-	-	-	12	-

Total Number of Teachers = 12

Curriculum

This year, as in the previous year, the Teacher Manual received highly positive ratings from all 12 teachers in the SPUR sample. The manual was judged to have provided assistance ranging from "highly useful" to "moderately useful" in terms of lesson planning and lesson presentation, but was considered to have been of much less assistance in the selection of relevant student material. Limited usage was reported for the resource section of the manual, primarily because of lack of time in which to complete the readings.

Teacher reactions to each of the learning activities in a unit were obtained through individual unit questionnaires. The major changes suggested by the teachers were: reorganization of the unit sequence and activities within the units; construction of a cross-reference index between the Teacher Manual and the Student Workbook; inclusion of more audio-visual material; inclusion of additional topics, such as ecology, electoral process, consumer protection, background information on the district in which the program is being used, and a list of specific pupil skills per unit.

All 12 teachers were highly enthusiastic about the Student Workbook. But, as in the previous year, the major criticism was about the reading level of the content which was judged to be much too difficult for the pupils. While 11 out of 12 teachers endorsed this view, six classes reported reading at or above grade average.

Teacher suggestions for improving the workbook included: substantial simplification of the reading level, inclusion of more pictures, more exercises,

and more space for pupil contributions. The teachers described the content of the readings in the workbook as exciting, relevant and one that pupils could identify with.

Pupil interviews further documented this enthusiastic reaction to the workbook and the readings. All of the pupils interviewed, with one exception (35 out of 36), reported liking the workbook. First in order of popularity were the readings and stories (22 out of 36), with the rest of the group choosing map work, workbook questions, drawing and "everything." To the question, "Was there anything in the workbook that you did not like?," 23 out of 36 pupils responded "nothing." A few reported that the stories were too difficult, there were too few pictures and too many readings.

The slides and tape recordings received limited usage because of the difficulties involved in securing slide projectors and tape recorders. Neighborhood maps arrived late in the program and in some cases were found to be inappropriate for the school. Thus within this 15 week span only partial implementation of the curriculum was achieved.

By way of summation of pupil overall reaction to the curriculum, the sample of SPUR and non-SPUR pupils interviewed were asked to select from a given list of words and phrases, the ones they felt best described their social studies program. Five adjectives or phrases obtained markedly different responses from the groups: "makes me think," 83.3 percent (30/36) SPUR pupils to 61.5 percent (16/26) non-SPUR pupils; "fun," 83.9 percent (31/36) SPUR pupils to 19.2 percent (5/26) non-SPUR; "my favorite

subject," 50.0 percent (18/36) SPUR to 19.2 percent (5/26) non-SPUR; "interesting," 83.9 percent (31/36) SPUR to 69.2 (18/26) non-SPUR; and "easy," 47.2 percent (17/36) SPUR to 11.5 percent (3/26) non-SPUR. Many more SPUR pupils than non-SPUR pupils appear to have enjoyed their social studies experience which in this case means an endorsement for SPUR-PFC.

TRAINING

Teacher ratings of the training seminars changed substantially from the first six seminars to that of the seventh session. In the beginning they were not particularly positive or enthusiastic about the quality of the sessions conducted (see Table 3), but responded completely differently to the seventh seminar. This last seminar was not in the original plan but was organized specially to include, to incorporate, and express the specific criticisms and suggestions made by the teachers in terms of what they felt was needed to teach the curriculum.

TABLE 3

TEACHER RATINGS OF TRAINING SEMINARS
N = 10

Sessions	Highly Useful	Moderately Useful		Little Use		No Use
1. Philosophy, curriculum objectives, evaluation plans	2	5	1*	2		--
2. Teaching Techniques - inquiry mode and problem solving	1	4		5		--
3. Neighborhood Trips	1	3		2	1*	2
4. Local Community Resources	4	4		2		--
5. Political-Economic Power Structure	--	--	1*	4		4
6. Classroom Instructional Aids - slides, film, posters	1	2		2	1*	3
7. General classroom problems	9	--	1*	--		--

*Response falls between the two adjacent categories.

Note: Number of responses per session fluctuates.

Overall reactions to the training program were recorded at an end-of-program group evaluation session. Without exception, all 12 teachers and 3 principals attending expressed regret that the seminars had been mainly of the lecture-type. Further, the specific content presented had not adequately prepared them to teach the curriculum. They would have preferred the main focus to be on giving them practice in specific teaching techniques using SPUR-PFC lessons as examples. Even the curriculum-oriented sessions were judged to be too abstract and general, a passive handing out of information rather than an active interaction by way of discussion or demonstration lessons between the seminar leader and the participants. The approach of involving both teachers and principals together in a program was strongly endorsed.

Specific recommendations of the teachers and principals were along the lines of distributing the sequence of workshops so that about half the planned number would be conducted prior to the beginning of the program in the classroom, with the rest interspersed through the duration of the program. This would enable the participants to share their experiences and receive assistance in areas of special concern. The participants also recommended more active involvement of teachers in the sessions, with workshop activities, demonstration lessons, planning joint activities, and providing experience in setting up and working in committees. The teachers express the view that the background sessions could become more useful if theory was kept to a bare minimum and if the content was made more specific and related to the curriculum. The final recommendation of the teachers was

that the planning and organization of the training seminars should be shared jointly by CUE staff and the participating teachers.

Classroom Activities

Information concerning the curriculum's special action orientation in the classroom was obtained from formal and informal interviews with teachers and classroom observations. Among the activities suggested in the Teacher Manual, "field trips" around the neighborhood were most frequently undertaken, with "interviews" with parents and community residents ranking second, and the use of the camera third. By the end of the program five out of twelve classes had visited at least one local community agency as compared with none having done so at the beginning.

The investigation of a problem in the neighborhood as a class assignment was undertaken by 10 out of 12 teachers. Housing problems were most popular (four classes), next, garbage accumulation on the streets (3 classes). One class chose vandalism, another air pollution, and a third organized into committees, each assigned to study a different problem. And lastly, one class chose to build the assignment around a recent event in the pupils' experience. A child from the school had been hurt by a passing car on the street corner outside the school building. This class undertook the task of requesting the traffic authorities to install a traffic light on the offending street corner. They were successful.

It is an ultimate objective of the curriculum that participation in the SPUR-PFC curriculum will influence pupils to become more active participants

in the life of their communities. The form and extent of pupil effort to involve their parents in the undertaking was considered an important indicator of the objective. Information concerning pupils' after-school activities was obtained second hand from teachers and parents. According to teacher reports, a few students participated in block association drives to clean up neighborhood streets, initiated clean-up campaigns in individual apartment buildings, and assisted in collecting used tin cans for recycling.

As part of an overall assessment of the program, teachers were asked to compare the SPUR-PFC curriculum with other social studies programs in terms of content, pupil interest and materials. The reactions reported were most encouraging (see Table 4) as regards content and pupil interest.

TABLE 4

COMPARISON RATINGS OF SPUR-PFC WITH OTHER SOCIAL STUDIES CURRICULA

Qualities	Much Better	Somewhat Better	Somewhat Poorer	Can't Say
Content	3	7	-	-
Interest	6	4	-	-
Materials	2	4	3	1

N = 10 teachers

Underlying the favorable reaction of the teachers towards SPUR-PFC was the fact that the teachers were unanimous in their judgment that the curriculum was closely related to school and community problems. As in the previous field test, all the teachers voted to work with the program next year, but the majority would use it as a supplement rather than a substitute for the regular 5th grade social studies curriculum.

Teachers were asked to describe any new insights they gained into the lives and concerns of their pupils as a result of SPUR-PFC. Following are some of their answers: "I've realized that children knew more about their neighborhood than I thought." "The problems are numerous and change from block to block." "My students' goals, values are totally different from my own goals, values." "It helped me to know them [pupils] as individuals. It also brought closer relationships with parents."

Follow-up Study

Over the past three years of field testing the SPUR-PFC curriculum, a sizeable sample of interested users has developed in the metropolitan school system. Teacher and principal enthusiasm expressed to colleagues in other schools expanded that circle of participants to the point where the Center had to turn down several highly interested teachers and principles. This year the evlauation team mailed a questionnaire to all the teachers who had participated in the program last year (N=90), former participants who had been given replenishments (14 teachers in four schools),

and new applicants (11 teachers in three schools). The questionnaire inquired as to the nature and extent of the use of SPUR-PFC. Unfortunately, only nine teachers replied to the questionnaire. Informal conversations with several others indicated that the circle is much larger than nine, but for reporting purposes the base remains nine.

The duration of usage of the program ranged from two to six months, in which span, fifty percent of the teachers reported having completed Units I to IV, twenty-five percent, Units I to VI and another twenty-five percent, only Units I and II. The Teacher Manual was well received with seventy-five percent (6/9) rating it highly useful in assisting in lesson planning. The resource section was also highly rated. The pupils were reported to have liked the Student Workbook very much. All in all the reactions of these nine teachers paralleled those of the regular sample. SPUR-PFC compared very favorably in comparison with other social studies curricula. Given the choice, this group, too, would elect to use the SPUR-PFC curriculum the following year, with four teachers choosing to use it as a substitute for the present social studies curriculum and another four teachers as a supplement. One teacher was undecided on the point.

Pupil Achievement

The evaluation design of this study proposed two analyses, (1) comparison of SPUR-pupil achievement at the beginning of the program with achievement at the end of the program, and (2) comparison of SPUR-pupils with non-SPUR pupils on a SPUR Pupil Achievement Test at the end of the program. The results of these comparisons are reported in Tables 3 and 4. An examination of Table 5 reveals highly significant mean gains scored by the SPUR sample over the non-SPUR sample on both the individual and group SPUR achievement tests.

TABLE 5

COMPARISON OF SPUR AND NON-SPUR PUPILS ON SELECTED ACHIEVEMENT TESTS

Achievement Tests	SPUR Sample N	Mean	S.D.	Non-SPUR Sample N	Mean	S.D.	"t"
SPUR Pupil Test I	31	16.1	1.8	26	12.5	2.7	4.93*
SPUR Pupil Test II	273	9.8	1.8	184	8.5	2.2	6.73*
Metropolitan Achievement Test	228	4.6	1.7	146	4.5	1.6	0.67

Note: Comprehension score only.

* $p < .01$

Comparability of pupil samples in terms of academic achievement was established on the basis of reading achievement as measured by the comprehension score of the Metropolitan Achievement Test. (Table 5). The decision to use the Comprehension score instead of the total reading score to represent

reading achievement was intended to eliminate the effects of last minute coaching on the vocabulary part of the reading test.

TABLE 6

COMPARISON OF PREPROGRAM AND POSTPROGRAM TOTAL SCORE MEANS ON SPUR TEST I

	Preprogram			Postprogram			
Schools	N	Mean	S.D.	N	Mean	S.D.	"t"
A	7	15.1	3.29	7	16.7	2.12	1.1862
B	10	12.8	2.90	10	15.5	1.57	3.6935**
C	8	14.3	1.71	8	16.1	2.03	2.1540*
D	6	13.8	1.77	6	16.5	1.12	2.7937*
A,B,C,D	31	14.0	2.50	31	16.1	1.83	4.7793**

*$p < .05$

**$p < .01$

An appreciable and significant mean gain of 2.1 is also reported for the SPUR sample at the end of the program as compared with achievement at the beginning of the program. Each of the four SPUR schools reported significant mean gain from preprogram to postprogram assessment.

A description of the item achievement scores of SPUR preprogram, SPUR postprogram and non-SPUR samples on SPUR Pupil Test I is presented in Appendix A. The SPUR-PFC program scored an impressive number of gains over the non-SPUR group, but given the small number of pupils involved,

the gains were not large enough to achieve statistical significance. However, the individual item gains on this test represented learnings that were substantiated by the results of SPUR Pupil Test II. Gain in this context refers to SPUR pupils scoring a higher percentage on a particular score than the non-SPUR pupils.

Examining the student achievement distribution on score 2 as an example, the SPUR (postprogram) sample scored gains on 10 out of the 15 items over the non-SPUR sample and gains on 7 out of 15 items over the SPUR (preprogram) administration. Six items scored gains in both of the above described comparisons. These learnings in item objective terms were: understanding the concept of "neighborhood" -- places, services, and people not commonly found in a neighborhood (#11); formulation of effective solutions to common community problems -- (a) reference to appropriate local agencies in authority over the selected community problems (#s 4, 9, 12); (b) reference to group action in preference to individual action (#s 3, 6).

Appendix B describes the chi-square values obtained on each of the 13 items in SPUR Pupil Test II. The analysis compared the number of SPUR pupils scoring correctly/incorrectly on each item with corresponding numbers from the non-SPUR group. Highly significant differences were obtained in favor of the SPUR sample on 8 out of the total 13 items. SPUR pupils scored higher achievement than non-SPUR pupils on the following item objectives: identification of responsibility for selected community problems; understanding that change is basic to life; knowledge of

effective solutions to common community problems -- (a) reference to appropriate local community agencies, and (b) reference to group action solutions; understanding that information is essential to problem solving.

By way of summation, the major SPUR-PFC pupil learnings as evidenced by the draft instruments SPUR Pupil Test I and II were: identification of responsibility for selected community problems; understanding that information is essential to problem solving; ability to formulate effective solutions and alternate solutions to common community problems. The pupils did less well in understanding the importance of planning in problem solving and in understanding the usefulness of information gathering techniques such as interviewing and field observations.

In comparing SPUR pupil performance on the SPUR tests with that of the Metropolitan Achievement Test in reading, interesting trends emerge. There were indications that achievement of SPUR-PFC learnings are independent of reading proficiency. First, School C scored the lowest average on the MAT comprehension score (mean = 3.6) but ranked second highest out of the four SPUR schools and two non-SPUR schools on SPUR Pupil Test II. Secondly, Schools B (SPUR) and F(non-SPUR) obtained the same reading average (mean = 4.7), but School F scored significantly lower than School B on SPUR Pupil Test II. Further, in SPUR School D, class 5-4 was significantly lower (1.3 grade equivalents) than class 5-2 in School B on the reading test but not on the SPUR Pupil Test II. And lastly, class 5-4 in SPUR School B scored significantly lower (1.8 grade equivalents) than class 5-1 on the reading test, but was not significantly lower on SPUR Pupil Test II.

These results may be viewed as a substantiation of the attempt to minimize the influence of the reading factor in the assessment of social educational learnings. Within the conceptual frameword of SPUR-PFC reading skills are essential for a complete understanding and achievement in social education, but at the same time they are viewed as separate and independent of the conceptual learnings.

Teacher Achievement

One of the major objectives of the SPUR-PFC curriculum was to "help the teacher understand in depth the life and concerns of the neighborhood in which he teaches." (Teacher Manual, p.2) The SPUR Teacher Test was designed to assess the extent to which this objective had been realized. Analysis of the results (see Table 7) reveal no significant mean differences between tne SPUR sample (N=12) and the non-SPUR sample (N=11) or between the SPUR sample before and after the program.

TABLE 7

COMPARISON OF TOTAL SCORE MEAN DIFFERENCES ON THE SPUR TEACHER TEST

Groups	N	Mean	S.D.	"t"
SPUR - Preprogram	12	12.2	3.2	0.8654
SPUR - Postprogram	12	14.9	3.9	
SPUR	12	14.9	3.9	0.5264
Non-SPUR	11	12.8	2.6	

As in the case of SPUR Pupil Test I, the SPUR sample did score gains in both the above described analyses, but these were too small to attain statistical significance. An examination of the total score in terms of its two component sections, namely, knowledge and attitude, indicate sizeable gains in the case of the former, but not in the latter. Nine out of 12 SPUR teachers scored appreciable gains on the knowledge section of the test as compared to only four gains on the attitude section. Neither the degree of adherence to stereotypical thinking about minority communities nor the attitude towards the possibility of social change within these communities, change in any significant way. These results correspond with the findings of similar studies in the area of teacher education, in that knowledge gains are much more frequently achieved than attitude changes.

While it would be unreasonable to expect deeply-rooted attitudes to undergo a complete transformation in one 15-week program, there are indications that an important beginning in this process has taken place in this program.

TABLE 8

ANALYSIS OF TEACHER ACHIEVEMENT IN TERMS OF SELECTED COMPONENTS ON THE SPUR TEACHER TEST

Groups	Knowledge Items Nos. 1-6 Mean	Attitude Items Nos. 7 & 8 Mean	Total Score Mean
SPUR - Preprogram	5.9	6.3	12.2
SPUR - Postprogram	8.5	6.3	14.9
Non-SPUR	6.6	6.2	12.8

Appendix C describes the distribution of item scores on the SPUR Teacher Test. The most striking gain was obtained for item #6 in which the teachers were asked to list three important community problems affecting pupil school achievement. At the end of the program, seven SPUR teachers (68.3 percent) were able to identify two problems correctly as compared with only one non-SPUR teacher (9.1 percent) and four SPUR teachers (33.3 percent) at the beginning of the program.

Classroom Behavior

The teaching-learning situation recommended by the SPUR-PFC curriculum is one in which the student is expected "to see himself as an actor rather than a passive recipient, in education and community process" (Teacher Manual, p. 2). Translating this objective into classroom behaviors, we expected that by the end of the program there would be an appreciable increase in the amount of lesson time devoted to discussion, answering and asking ques-

tions, demonstrations by pupils, independent pupil work as opposed to lecture-type instruction and teacher demonstrations.

The pattern of pupil organization during the lessons was expected to change from being mainly total group to that of individual or small group arrangements. Correspondingly, the form of pupil participation during the lesson was expected to change from such passive activities as listening, reading, and watching A-V material to giving information, asking questions, answering questions, working with concrete materials, and role-playing.

Each class was observed three times during the program, at the beginning, in the middle, and at the end. The observation involved recording five-minute time samples of three sets of variables, form of instruction, pattern of pupil grouping, and form of pupil participation. There were no observed increases on any of the variables involved from the beginning to the end of the program. Total group and lecture-type of instruction predominated, interspersed with question-and-answers, mainly of the closed form. Those teachers who employed small group arrangements did so at the beginning and continued on to the end. Pupil participation was correspondingly of the passive type, mainly listening, reading, and some answering of questions. Committee work as described in the curriculum was not observed. Similarly, teacher-made materials related to SPUR-PFC were rarely observed.

CONCLUSIONS

During the year 1970-71 the SPUR-Planning for Change program was subjected to an extended field test for the primary purpose of obtaining data previously unavailable, namely, teacher and pupil achievement of the curriculum's objectives. In addition, the identification of a new set of teacher and pupil reactions and suggestions for improvement of the curriculum was considered important to the development of the new SPUR program.

The short duration of the field test (15 weeks) permitted only limited implementation of the program. While approximately 75 percent of the classes covered the conceptual nucleus of the curriculum, Units I to IV, problems securing school tape recorders and slide projectors and the late delivery of the neighborhood maps severely limited implementation plans. All in all, the curriculum may be said to have received a shortened and incomplete field test.

Despite the incompleteness of the field test, analysis of teachers, administrators, and pupil reactions to the curriculum revealed a high degree of approval on all points except one, namely, the reading level of the reading selections in the Student Workbook. The teachers thought these selections were much above the reading level of the large majority of pupils. While the overall assessment of the objectives and content of the materials was highly favorable, several substantive and technical changes were strongly underlined. These suggested revisions were considered essential before the curriculum could be evaluated in the role of "substitute" for the regular fifth-grade social studies program.

Again this year enthusiastic endorsement of the curriculum was received from the pupils. Positive phrases or words such as "makes me think," "fun," and "my favorite subject," were much more frequently chosen by SPUR pupils than non-SPUR pupils to describe their social studies curriculum, thus testifying to a reservoir of interest that awaits future tapping by SPUR.

As far as the teacher training seminars were concerned, the teachers were unanimous in the opinion that the program had emphasized theoretical understanding at the expense of practical experience in the teaching of the curriculum. In this regard, the last seminar, which attempted to rectify this weakness, was judged an unqualified success. Preference was indicated for a program that permitted active participation in a workshop-type setting involving such activities as demonstration lessons, creation of materials, and planning of joint class projects. The inclusion of principals as co-participants in the training program was strongly endorsed.

In the area of pupil achievement the results were highly encouraging. On both the SPUR Pupil Tests, I and II, the SPUR sample of pupils scored significantly higher than the non-SPUR sample. Further, the postprogram achievement level was significantly higher than the preprogram level.

On the other hand, the teacher achievement test did not reveal significant gains for the program. Slight gains were scored, but these were below the level of acceptable statistical significance. Classroom performance of teachers and their pattern of interaction with the pupils remained unchanged over the span of the program. This may be attributed to both the short duration of the field test as well as the inadequacy of the training provided to teachers in the teaching of the curriculum.

In final conclusion, during a life span of three years, the Planning for Change curriculum has achieved a rare degree of participant endorsement that bodes well for its successor, the new SPUR program. The vastly encouraging reactions of teachers, pupils, and administrators, assures cooperation and willing participation on the part of a sizeable segment of the urban school system. Additional support has also been received from a group not previously involved, namely parents, who upon hearing about the curriculum at the PPWP meeting expressed keen interest and strong approval for the philosophy and objectives of the curriculum. One parent reportedly became so enthused that she requested an explanation from her child's school principal as to why the curriculum was not being taught in the school. With teachers, administrators, pupils, and now parents in the ever swelling ranks of supporters for the Center's social education program, Planning for Change may be said to have run its course with honors.

APPENDIX A

ITEM ANALYSIS OF THE SPUR PUPIL TEST I

Item No.	Objective	SCORE 2						SCORE 1						SCORE 0					
		SPUR Sample						SPUR Sample						SPUR Sample					
		Pre-Program		Post-Program		Non-SPUR Sample		Pre-Program		Post-Program		Non-SPUR Sample		Pre-Program		Post-Program		Non-SPUR Sample	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	Understanding that certain conditions or situations represent problems	0	0.0	2	6.5	2	7.7	26	83.8	29	93.5	23	88.5	5	16.1	0	0.0	1	3.8
2.	Identification of circumstances or individuals responsible for the problem	8	25.8	8	25.8	3	11.6	12	38.7	18	58.1	16	61.5	11	35.5	5	16.1	7	26.9
3.	Formulation of solution to problem - dilapidated building. (Reference to group action.)	3	9.7	8	25.8	2	7.7	27	87.1	23	74.2	21	80.1	1	3.2	0	0.0	3	11.5
4.	Formulation of solution to problem - dilapidated building. (Reference to appropriate local community agency.)	4	12.9	9	29.0	0	0.0	24	77.4	21	67.7	11	42.3	3	9.7	1	3.2	15	57.7
5.	Formulation of solution to problem - heatless apartment. (Reference to appropriate local community agency.)	7	22.6	7	22.6	4	15.4	13	41.9	19	61.3	16	61.5	11	35.5	5	16.1	6	23.1

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APPENDIX A - continued

ITEM ANALYSIS OF THE SPUR PUPIL TEST I

Item No.	Objective	SCORE 2						SCORE 1						SCORE 0					
		SPUR Sample						SPUR Sample						SPUR Sample					
		Pre-Program		Post-Program		Non-SPUR Sample		Pre-Program		Post-Program		Non-SPUR Sample		Pre-Program		Post-Program		Non-SPUR Sample	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
6.	Formulation of solution to problem - garbage accumulation on the streets. (Reference to group action.)	13	41.9	16	51.6	8	30.8	14	45.2	15	48.4	14	53.8	4	12.9	0	0.0	4	15.4
7.	Formulation of solution to problem - garbage accumulation on the streets. (Reference to appropriate local community agency.)	1	3.2	1	3.2	1	3.8	26	83.8	29	93.5	20	76.9	4	12.9	1	3.2	5	19.2
8.	Formulation of alternate solution to problem - garbage accumulation on the streets. (Reference to group action.)	6	19.6	6	19.6	2	7.7	15	48.4	21	67.7	17	65.4	10	32.3	4	12.9	7	26.9
9.	Formulation of alternate solution to problem - garbage accumulation on the streets. (Reference to appropriate local community agency.)	3	9.7	7	22.6	3	11.6	15	48.4	17	54.8	13	50.0	13	41.9	7	22.6	10	38.5
10.	Knowledge of neighborhood boundaries - services, places, or people commonly found within the neighborhood	20	64.5	18	58.1	11	42.3	9	29.0	12	38.7	12	46.2	2	6.5	1	3.2	3	11.5

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APPENDIX A - continued

ITEM ANALYSIS OF THE SPUR PUPIL TEST I

Item No.	Objective	SCORE 2						SCORE 1						SCORE 0					
		SPUR Sample						SPUR Sample						SPUR Sample					
		Pre-Program		Post-Program		Non-SPUR Sample		Pre-Program		Post-Program		Non-SPUR Sample		Pre-Program		Post-Program		Non-SPUR Sample	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11.	Knowledge of neighborhood boundaries - services, places, or people not commonly found within neighborhood	27	87.1	28	90.3	20	76.9	2	6.5	2	6.5	6	23.1	2	6.5	1	3.2	0	0.0
12.	Formulation of solution to problem - lead poisoning. (Reference to appropriate local community agency.)	15	48.4	19	61.3	13	50.0	13	41.9	10	32.3	7	26.9	3	9.7	2	6.5	6	23.1
13.	Formulation of solution to problem - garbage accumulation on the streets. (Reference to appropriate local community agency in combination with group action.)	0	0.0	0	0.0	0	0.0	13	41.9	16	51.6	10	38.5	18	58.1	15	48.3	16	61.5
14.	Formulation of alternate solution to problem - garbage accumulation on the streets. (Reference to appropriate local community agency in combination with group action.)	1	3.2	0	0.0	0	0.0	5	16.1	7	22.6	2	7.7	25	80.6	24	77.4	24	92.3
15.	Knowledge of specific appropriate local community agencies in authority over problems presented in items 5 and 7.	0	0.0	0	0.0	0	0.0	3	9.7	3	9.7	1	3.8	28	90.3	28	90.3	25	96.1

Preprogram N = 31; Postprogram N = 31; Non-SPUR N = 26.

APPENDIX B

CHI-SQUARE ANALYSIS COMPARING SPUR PUPILS WITH NON-SPUR PUPILS ON SPUR TEST II

Item No.	Objective	df	X^2
2.	Identification of responsibility for selected community problems - accumulation of garbage on the streets	1	6.56**
3.	Knowledge of local agency in authority over selected community problems - parks	1	8.84**
4.	Knowledge of local agency in authority over selected community problems - rodents	1	26.09**
5.	Understanding that collection of information is essential to good planning	1	0.02
6.	Understanding that the environment is the result of human decisions	1	1.31
7.	Understanding the usefulness of the interview technique in the collection of information for problem solving - planning a neighborhood block party	1	0.53
8.	Understanding that group action is more effective than individual action in the solving of community problems - garbage littered park	1	6.86**
9.	Understanding the usefulness of the observation technique in the collection of data for problem solving - class report on neighborhood grocery stores	1	1.12
10.	Knowledge of local agency in authority over selected community problems - heatless apartment	1	35.69**
12.	Understanding that group action is more effective than individual action in the solution of community problems - acquisition of traffic light for dangerous street corner	1	7.53**
13.	Knowledge of local agency in authority over selected community problems - consumer protection	1	2.25
16.	Understanding that information is essential to problem solving	1	4.79**
18.	Understanding that change is basic to life	1	4.54*

APPENDIX C

SPUR-PFC TEACHER TEST - ITEM ANALYSIS

Item No.	Objective	SCORES 5 Pre-test N	5 Post-test N	5 Non-SPUR N	4 Pre-test N	4 Post-test N	4 Non-SPUR N	3 Pre-test N	3 Post-test N	3 Non-SPUR N	2 Pre-test N	2 Post-test N	2 Non-SPUR N	1 Pre-test N	1 Post-test N	1 Non-SPUR N	0 Pre-test N	0 Post-test N	0 Non-SPUR N
1.	Knowledge of ethnic composition of school neighborhood - acceptable estimates ± 5% for each of the groups involved	-	-	-	-	-	-	-	1	-	1	-	1	8	7	8	3	4	2
2.	Knowledge of proportional distribution of one ethnic group to another in the school's neighborhood	-	-	-	-	-	-	2	3	1	2	2	1	1	1	1	7	6	8
3.	Knowledge of five community service or action agencies in the school neighborhood	-	-	1	-	-	1	1	3	4	4	1	1	3	5	3	4	-	1
4.	Contact with community service or action agencies within the neighborhood of the school	-	-	-	-	-	-	-	1	-	1	1	-	3	1	-	8	7	11

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APPENDIX C - continued

SPUR-PFC TEACHER TEST - ITEM ANALYSIS

Item No.	Objective	SCORES 5 Pre-test N	5 Post-test N	5 Non-SPUR N	4 Pre-test N	4 Post-test N	4 Non-SPUR N	3 Pre-test N	3 Post-test N	3 Non-SPUR N	2 Pre-test N	2 Post-test N	2 Non-SPUR N	1 Pre-test N	1 Post-test N	1 Non-SPUR N	0 Pre-test N	0 Post-test N	0 Non-SPUR N
5.	Knowledge of three important community problems in the school neighborhood	-	-	-	-	-	-	2	3	2	4	7	7	5	2	2	1	-	-
6.	Knowledge of three important community problems affecting pupil achievement in school	-	-	-	-	-	-	1	1	-	4	7	1	1	2	7	6	2	3
7.	Degree of endorsement or correspondence with prevalent, stereotypical interpretations of minority-group behavior	-	1	-	4	-	1	2	6	4	3	2	5	1	1	7	-	2	1
8.	Degree of endorsement or belief in the possibility of social change within the community of the school neighborhood	5	5	3	5	7	8	2	-	-	0	-	-	-	-	-	-	-	-

APPENDIX D

SPUR PFC QUESTIONS IN THE PPWP INTERVIEW GUIDE

46. Has your child ever talked to you about the Social Studies program he is studying? ___Yes (If yes, go to 46a, 46b, 46c.) ___No (If no, go to 47.)

46a. (If yes,) Did the child talk to anyone else in the family?

46b. Can you remember what he (she) had to say about Social Studies?

46c. Did he (she) ever mention Planning for Change or SPUR?
___ ___Yes (If yes,) Can you remember what he (she) said?

47. Did your child ever ask you to do something like fill out a questionnaire, or write a petition, or answer some questions on an interview as part of his homework assignment in Social Studies? ___No (go to 48)
___Yes (go to 47a).

47a. (If yes,) What did he (she) ask you to do?

48. Does your child belong to or work with a community project in the neighborhood after school or over the weekends? ___Yes (If yes, go to 48a, 48b, 48c, 48d.) ___No (go to 49).

48a. (If yes,) Do you know the name of the project?

48b. (If yes,) Where is the project located?

48c. How often does your child go?

48d. What does your child do in the project?

49. Has your child ever asked to join some community project or help with neighborhood problems? ___Yes (go to 49a) ___No (go to 49b).

49a. What did he ask to do?

49b. What happened? (Probe to see if parent refused permission.)

Why?